ABSTRACT

Title of Dissertation: **PRIORITIZING PURPOSES: TWO AMERICAN HISTORY TEACHERS' CHOICES AMONG SUBJECT MATTER AND CLASSROOM-RELATED PURPOSES**

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This study explores how two American history teachers - one novice and one experienced – make in-the-moment choices among their history subject matter and classroom-related purposes during the teaching of an American history unit. Using classroom observations, lesson artifacts, student work products, and deep, retrospective interviews with the teachers as they watched videos of their teaching, this study maps out in detail the teachers' purposes, both within and across different lesson activity structures. This study finds that the novice and the experienced teacher navigated among their purposes differently from each other, and that the characteristics of each teacher's purposes navigation aligned with student outcomes in that teacher's class. The novice teacher acted more like a juggler, with visible, reactive navigation among each purpose operational throughout his teaching; student outcomes in his class were similarly fragmented and discrete. The experienced teacher presented more like an orchestra conductor, interweaving his purposes and anticipating the navigation decisions that would create a more seamless whole; student outcomes in his class were aligned with his holistic

navigation of purposes. Findings from this study have important implications for education research and teacher practice, including the relationship between teachers' navigation among purposes and desired student outcomes, the integral role of classroom-related purposes interwoven with history subject matter purposes in teachers' decision-making, and the differences in purposes navigation between a novice and an experienced history teacher.

PRIORITIZING PURPOSES: TWO AMERICAN HISTORY TEACHERS' CHOICES AMONG SUBJECT MATTER AND CLASSROOM-RELATED PURPOSES

By

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Dissertation submitted to the Faculty of the Graduate School of the University of Maryland, College Park, in partial fulfillment of the requirements for the degree of Doctor of Philosophy
2016

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For Steven, Gillian and Jacob:
You are the "purpose" for everything I do.

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Chapter 1: Overview of Interest Area

In setting the stage for his discussion of ways that teachers can be better prepared for mindful, thoughtful teaching in social studies, Thornton (2005) examined "the teacher's role as curricular-instructional gatekeeper" (p. 1) and defined that role as the process by which "teachers make the educational decisions in the place where they ultimately count: the classroom" (p. 1). Because of the critical role that teachers' decisions play in the kind of learning students experience, much research has been conducted in education and education psychology fields to begin to better identify, define and explain the myriad of interwoven mental constructs that are involved in a teacher's decision-making processes about what and how to teach. Since teachers' decision-making about curricular content and pedagogy directly impacts what, how, and how effectively, students learn (Barton & Levstik, 2004; Slavin, 2011), understanding what drives teachers' decisions is critical to continuing to improve students' educational experiences. One key to this understanding is a deeper exploration of the operational character of teachers' "purposes." In this chapter, I will begin by providing an overview of the current state of history education, one component of the larger field of social studies education. I will then explore the various factors that can influence a history teacher's classroom decision-making and hone in on the novice vs. experienced teacher characteristic as potentially salient to the issue of teachers' purposes. Next, I will define more substantially the term "teachers' purposes" as used in the research literature, and will conclude by making the case that further study of a novice and an experienced American History teachers' purposes is significant for the field of education.

Current State of History Education

The current system of history education is generally seen as not succeeding at producing positive student outcomes related to student engagement, core history knowledge, or disciplinary literacy. VanSledright (2008) pulled no punches when he stated that middle school and high school history education in the United States is "largely broken" (p. 2) and that there is no evidence that the current curricular and pedagogical approaches give students any sense of understanding about history. Recent research studies have focused on suggesting particular tools or approaches to improve the already-lacking level of student engagement in school history courses (Combs, 2010; Wilson, et al., 2011) or have attempted to uncover the reasons for this ongoing lack of interest or engagement with history as a school subject (Duffield, Wageman & Hodge, 2013; Rosenzweig, 2000). According to NAEP data, student learning outcomes in history did not advance significantly, or at all, over the past fifteen years; even if there had been some limited improvement at the "basic" level between 2000-2014, the number of students at "proficient" or "advanced" is an extremely small percentage of the student population (Gaudelli, 2002), and there was no significant improvement at all between 2014 and the previous year's assessment results (NAEP, 2014).

Major reform initiatives continue to be developed in attempts to address the apparent shortcomings in current history education. The Common Core, adopted by most states in the United States (http://www.corestandards.org/standards-in-your-state/), is designed to guide school districts in "what students need to know and be able to do" (http://www.corestandards.org). At this point in time, the Common Core has implemented separate standards in the subjects of English/Language Arts and

Mathematics; however, the Common Core's ELA standards include connections between ELA and the development of ELA literacy skills through a school's history curriculum, whatever the state's or school district's particular standards and curriculum might be. The National Council for Social Studies (NCSS) offers two guidance documents for states and school districts. The National Curriculum Standards for Social Studies is designed to

> provide a framework for professional deliberation and planning about what should occur in a social studies program in grades pre-K through 12. The framework provides ten themes that represent a way of organizing knowledge about the human experience in the world. The learning expectations, at early, middle, and high school levels, describe purposes, knowledge, and intellectual processes that students should exhibit in student products (both within and beyond classrooms) as the result of the social studies curriculum. These curriculum standards represent a holistic lens through which to view disciplinary content standards and state standards, as well as other curriculum planning documents. They provide the framework needed to educate students for the challenges of citizenship in a democracy. (http://www.socialstudies.org/standards/introduction)

Additionally, the C3 (College, Career & Civic Life) Framework for Social Studies is also offered by NCSS, with the following goals in mind:

> for states to upgrade their state social studies standards and for practitioners — local school districts, schools, teachers and curriculum writers — to strengthen their social studies programs. Its objectives are to: a) enhance the rigor of the social studies disciplines; b) build critical thinking, problem solving, and participatory skills to become engaged citizens; and c) align academic programs

to the Common Core State Standards for English Language Arts and Literacy in History/Social Studies. (http://www.socialstudies.org/c3)

These standards frameworks do not provide schools or states with history curriculum, *per se*, but do showcase the philosophical trends being brought to exert influence on curriculum designers and teachers. These philosophies, aiming for an upgrade in the "rigor" (C3) in the "products" (NCSS) related to student outcomes in social studies education, showcase a need in the field to improve student outcomes in social studies through the application of carefully considered overarching goals. The approaches to, and goals for, history education promoted by these social studies standards frameworks is buttressed by the descriptions in current research literature which point to important factors in creating quality history education. According to the research literature, some major curricular factors that can create quality history education include: teaching for disciplinary literacy (Britt & Angliskas, 2002; Burke & Andrews, 2008; Hartzler-Miller, 2001; Lévesque, 2009; Moje, 2007; van Hover, Hicks & Irwin, 2007; VanSledright, 2002; Wiley & Voss, 1999; Wineburg, 1991; Wineburg & Wilson, 1988); creating engaging, relevant history learning experiences to support an active, literate citizenry (Dunn, 2000; Hawkey, 2007; Levstik & Barton, 2001; Park, 2003; Thornton, 2005; Villano, 2005; Yarema, 2002); and teaching for improved civic awareness, civic responsiveness and social justice (Barton & Levstik, 2004; Gutstein, 2005; Selvester & Summers, 2012; Terry & Panter, 2010; van Hover & Yeager, 2003) by "revitalizing civic learning" (NCSS, http://www.socialstudies.org/positions).

These reform initiatives and research studies rely on the connection between teachers' content and pedagogy approaches, and the teachers' decision-making related to

those approaches in the history classroom, with the improvement of student outcomes in the subject area. What and how schools, and teachers, choose to teach history, affects the content, depth, quality and nature of what students learn in those classrooms; schools' and teachers' decision-making showcase what they desire to achieve in terms of student outcomes.

It is critical, therefore, to conduct a close examination of the many factors, beyond the curriculum or framework itself, which may also act upon teachers' decision-making in the classroom. Noted Jewish philosopher and scholar Abraham Joshua Heschel (1953) stated that religion, and education, need "not textbooks, but textpeople" (p. 19). Curriculum, standards, frameworks and pedagogical methods are important, but ultimately in every classroom stands a person – a teacher – whose personal decision-making will shape his/her students' learning in conjunction with the given curriculum. Deeper study of how history teachers make decisions in the classroom could provide important insight into the nature of the teacher's role as "curricular-instructional gatekeeper" (Thornton, 2005, p. 1)

Such a study must explore the many possible influences on history teachers' decision-making. Research in this area has pointed to several important factors, including: teachers' disciplinary backgrounds and disciplinary orientations (VanSledright, 2011; Wilson & Wineburg, 1988); teachers' ethno-cultural personal background (Salinas & Castro, 2010); teachers' degree of curricular freedom regarding any official curricular guidelines (van Hover, et al., 2010); the age/grade-level of the students (Levstik & Barton, 2001; VanSledright, 2002); students' academic level (Brooks, 2013); the teachers' years of experience (Harris & Bain, 2011; Monte-Sano,

2008; Monte-Sano & Budano, 2013; Monte-Sano & Harris, 2012; van Hover, 2006; Wineburg & Wilson, 1988). Amid all of these many factors on teachers' decision-making is yet one additional important area to be explored even further - the underlying "purposes" that drive a teacher's approach to in-the-moment decision-making in the classroom.

"Teachers' Purposes" Defined

Researchers have identified several constructs within a teacher's thinking which can influence the teaching-related decisions made by that teacher. *Teachers' beliefs* are the durable, underlying attitudes and values that shape a teacher's approach to teaching (Aguirre & Speer, 2000; Calderhead, 1996; Cohen, 1990; Pajares, 1992; Speer, 2008). *Teachers' capacity* is the instructor's pedagogic content knowledge (PCK), the understanding and ability within a teacher of how best to teach a particular subject area (Ball, 1991; Shulman, 1987; Wilson & Wineburg, 1993). ***Teachers' purposes*** are the rationales that drive a teacher to choose a particular lesson activity, pedagogical technique, classroom interaction norm, or teacher response, in order to accomplish a desired learning or classroom goal (Aguirre & Speer, 2000; Clark & Peterson, 1986; Dani, 2009; Fickel, 2006; Gradwell, 2010; Kennedy, 2005; Ross, 2006; Salinas & Castro, 2010; Saxe, 1991; Schank & Abelson, 1977; van Hover & Yeager, 2007; Wineburg & Wilson, 1988).

I find myself most intrigued by the influential power of a teacher's purposes in driving classroom decisions. ***I understand the term "teachers' purposes" to mean teachers' internal, mental rationales – what that teacher is hoping to accomplish by making particular choices about curriculum content and instructional techniques.***

Used this way, a teacher's purposes can be: 1) subject matter related purposes; or 2) classroom-related purposes. Subject matter purposes address what a teacher is trying to accomplish for students' learning in a given discipline, by choosing a particular text for the lesson, by using a specific pedagogic technique, or by focusing the lesson on a particular subject-related theme or idea. Classroom-related purposes refer to what a teacher is trying to accomplish for students' overall approach to learning and personal development (i.e. promoting questioning, participation, kindness, perseverance, etc.), or for the classroom environment (i.e. collaborative, marked by transmission and absorption, critical, activist, etc.). Classroom-related purposes can be made manifest by the teachers' choices of particular classroom norms, the inculcation of a certain approach towards interacting with the learning environment, or the promotion of specific student behavior habits. ***Essentially, teachers' purposes reflect why they choose to use classroom time in that particular way at that particular moment***, and thus are answers to the question, "what drove you to make that curricular or pedagogical choice, for these students, at this particular time?" Teachers' purposes – their internal rationales reflecting what they want students to gain from the particular learning experience – are considered and distilled in any given teaching situation; this consideration of purposes then drives and influences the decisions that teachers make in the classroom. There are no absolutely universal "purposes" to which all teachers, in all situations, would ascribe; a teacher's purposes are found within that teacher's thinking, formed and shaped over time by the teacher's outlook, experiences, values and attitudes. This understanding of teachers' purposes is drawn from the research literature, which clarifies what "purposes" are and what function they serve.

Purposes are manifestations of what is important to the teacher about the subject matter. Research into subject matter content teaching has frequently used the word "purposes" to label the mental construct for what teachers want their students to "get" out of studying that subject. Dani's (2009) study of science teachers examined the teachers' "purposes for teaching science" and saw these purposes "as filters for acceptable learning and teaching activities" in the classroom (p. 289). For Dani (2009), "purposes" was the proper term to use in interviews with teachers to capture teachers' rationales for selecting particular content and pedagogical approaches in teaching science, and to learn what teachers thought would be valuable to students in studying this subject. In Wray et al.'s (2000) study of effective language arts teachers, the researchers found that teachers with effective practices "make decisions… for their fitness for the teacher's purpose at the time" (p. 2).

The term "purposes" has been used with even more consistency in history education research, as the label for the rationales influencing a teacher or curriculum developer in framing curriculum and teaching. As noted by Stearns, Seixas and Wineburg (2000):

> The teaching of history, like all aspects of historical study, involves choice and selection: One cannot avoid choices, one cannot simply 'include more.' The question then becomes on what grounds choices are made….The criteria for choices of inclusion can themselves be made explicit and become the subject of teachers' and students' discussions. (p. 7)

Ross (2006) deems this critical aspect of history educators' choices as "purposes," clarifying "purposes" as the mental construct that drives "decisions about

what…knowledge is most important, which skills and behaviors are most valuable, what values are most significant, and what sequence of content and skills best fits the subject matter and the students" (p. 17). According to Ross (2006), history curriculum developers' purposes as to what to include for content and what to suggest for best pedagogy for that content area help focus the curriculum around what students should gain from studying the subject.

Referring not only to aspects of the thinking of curriculum developers, the term "purposes" has also been used by researchers studying individual American history teachers, seeking to identify and understand the rationales behind teachers' subject matter decision-making in their classrooms. Evans (2008) contended that history teachers must be able to answer the question, "What should our purposes be?" (p. 58) and clarifies this question to mean, according to the teacher's perspective, "What is the teaching of social studies about? Why bother?" (p. 58). Evans (2008) further explored how a teacher's purposes should then be the driving force behind content and pedagogic choices for daily lessons, deeply influencing the learning that students then experience in that classroom. Fickel (2006) referred to "purposeful" actions of history teachers who are "curriculum agents" (p. 76) within their own classrooms and contended that teachers' individual purpose-based choices were framed by their sense of "what the goal of the social studies curriculum should be for students" (p. 87). Fickel (2006) explained her participants' "shared sense of purpose" (p. 87) in teaching history as the designing of lessons "to produce independent learners who are reflective, critical thinkers… [who engage in] reflection upon the social world in which they live" (p. 87). Gradwell (2010) used her study "for making sense of one middle school teacher's purpose for teaching history" (p.

59) and sees this "purpose" as the teacher's motivations for material and pedagogic choices in her classroom. van Hover and Yeager (2007) similarly saw a teacher's "purpose" as the key feature of the teacher's decision-making process, as the term appeared in their study's title, "*'I want to use my subject matter to…': The Role of Purpose in One U.S. Secondary History Teacher's Instructional Decision Making*" (p. 670). van Hover and Yeager (2007) used the term "purposes" to refer to the ideas about history study and about interacting with our past and present world that the teacher wanted her students to gain from the lessons. Salinas and Castro (2010) posed the question, "What do you think is the purpose of teaching social studies?" (p. 453) in their interviews with teachers to explore how the participants' ethno-cultural backgrounds may have influenced their purposes for teaching social studies. Fantozzi (2012) explained teachers' purposes as their "rationale" (p. 248) for what they made the content focus of a social studies course, and for what they wanted students to take from the experience. All of these researchers see "teachers' purposes" as I use it in this study, to mean the rationales that teachers would give as driving their specific curriculum and teaching decisions - in these cases, related specifically to why the teacher feels that history, as a subject, should be taught in a particular way, for specific student learning outcomes.

It is important to note that even though not all history education research refers to teachers' rationales for their decisions as "purposes," their similar terminology still aligns with the use of "purposes" as is used in this study. Reflecting the notion that researchers' discussion and labeling of a mental construct can be "messy" (Pajares, 1992), other words have been used in some cases as direct synonyms for "purposes" in efforts to define the term. Even some of the studies listed above, which primarily used the word

"purposes," also utilized other similar words in its place, to help clarify definitions even further. Terms like "aims," "goals," and "motivations," (Fickel, 2006; Gradwell, 2010; van Hover & Yeager, 2007) have been used in studies synonymously with "purposes." Van Hover and Yeager (2007) used the word "goal" to mean the same thing as "purpose," when they asked how the teacher's "sense of purpose or her goals" (p. 671) affected the choices she made in her instructional planning and implementation. Fickel (2006) chose the word "aims" to describe what was meant by a teacher's "purposes," and Gradwell (2010) included "motivations" and "goals" in her definition of a teacher's "purpose" (p. 60). Research literature's use of a variety of terms for the same construct is not surprising, given the abstract and theoretical nature of trying to define a mental construct.

Additional studies' utilization of alternative terminology also matches with how "teachers' purposes" are used elsewhere in education research. VanSledright (2011) described three teachers' different "approaches" to teaching American history, based on these teachers' differing contentions about the deeper understandings of what history is and the purposes history can serve, for students learning about it today. The teachers in this study were frequently attributed with "approaches" in VanSledright's descriptions that share language similar to my examples of teachers' "purposes" - one teacher is noted as having a "*concern that* students understand how we come to know about the past" (p. 42, italics added) and as having "*sought to develop in them* [the students] a healthy intellectual skepticism toward knowledge claims in history" (p. 42, italics added). Similarly, Wineburg and Wilson (1988) used the term "vision" to contrast two teachers' conceptions of "what it means to teach history" (p. 53), and demonstrated how this

"vision" "provides structure for classroom activities and infuses them with meaning" (p. 53). Like the teachers in VanSledright's (2011) study, Wineburg and Wilson's (1988) teacher participants were ascribed rationales which were driving their instructional decision-making – "All of these activities exemplify the larger lesson Jensen wants to impart: the making of history is a dynamic process" (p. 53) or that the teacher "want[s] students to see it so they'll remember it" (p. 55). It is difficult to speculate, without being given specific details in these studies, why VanSledright (2011) or Wineburg and Wilson (1988) used other terminology to refer to teachers' purposes. Their definitions of their constructs of interest are so highly aligned with how other studies have used the term "purposes" that it may be a splitting of hairs, akin to Pajares' (1992) "messy" construct attribution. When researchers use phrases indicating reasons, goals or motivations for a pedagogic or curricular decision ("sought to develop in students…," "wanted students to understand that…," "teaches that [a subject matter is about]…") then I contend, supported by similar literature using the same term, that their studies are referring to the same construct as teachers' "purposes."

Purposes are manifestations of teachers' general classroom priorities. Not all studies focused on teachers' rationales for their decision-making have described teachers' purposes related to subject matter. While studies into teachers' classroom and general student-learning rationales have used other terminology besides "purposes," their chosen terms have borne strong similarities to how "purposes" has been used in other areas of the literature and in this study, and can shed light on important additional aspects of teachers' decision-making rationales. These studies point to teachers' purposes related to what occurs in the classroom, including responses to emergent classroom circumstances,

the creation of a desirable classroom environment and setting priorities for students' overall approach to learning.

Kennedy (2005) used the term "intentions" to label "the ideas that *motivated*… [teachers'] practices" (p. 19, italics added) and to describe how teachers "*account* for…[their] practices" (p. 19, italics added). The examples of intentions that Kennedy (2005) provided echoed language related to "purposes" mentioned earlier in this chapter. One of Kennedy's teachers "wanted to get students to recognize…" (p. 40), "want[ed]… her students to learn…" (p. 44), or "want[ed] students to realize…" (p. 44). The underlying language used to describe examples of teachers' intentions is the same as the language used elsewhere in examples of teachers' purposes, even if the label ascribed to the construct is different.

What Kennedy's (2005) label of "intentions," and her understanding of the motivations behind teacher decision-making, added to the literature previously mentioned here, is a clear inclusion of teachers' motivations and decisions around issues related to learning in general and the classroom environment. I borrow from this part of Kennedy's (2005) understanding when I include "classroom-related purposes" in my construct of interest, referring to teachers'

> concerns about content, intellectual engagement,… universal access to knowledge,… how to foster student learning, the kind of classroom community they want to create, how to maintain lesson momentum, and how to satisfy their own personal needs for order and calm. (p. 28)

Kennedy's (2005) definition of "intentions," therefore, looked at teacher purposes more broadly than those who focused solely on subject matter purposes, and closer to my

expanded use of "purposes" related to both subject matter and general learning, student development and classroom environment.

The inclusion of classroom-related, emergent "purposes," as used in this study, also draws from Aguirre and Speer's (2000) use of the word "goals," as found in previous literature on teachers' decision-making:

> Our research builds upon Saxe's characterization of goals as emergent phenomena…. In our study of teaching interactions, we need to allow for the existence of goals that arise in response to planned and unplanned events in the classroom; hence, Saxe's characterization is appropriate for our work.

Some instances of Aguirre and Speer's (2000) use of the word "goals" can be seen to be a narrower, more action-oriented construct than my use of "purposes." The researchers list two math teachers' goals as "have example presented clearly," (p. 341), or "have students work together in group" (p. 350). Despite the more immediate action-focused nature of these examples, Aguirre and Speer's (2000) description of goals does still closely align to the use of "purposes" in this study. The researchers described "goals" as the "cognitive constructs that describe (at various levels of details) what the teacher wants to accomplish" (p. 332) and noted that goals "can account for particular actions in teacher practice" (p. 333).

Despite their slightly narrower examples of what it is, internal to teachers' thinking, that drives teachers' decision-making, Aguirre and Speer's (2000) explanation of these goals possessed a conceptual parallel to "purposes" as used in this study – namely, the inclusion of both pre-planned purposeful decisions for the lesson and emergent goals, reflecting the teachers' purposes, given in-the-moment classroom

circumstances. Aguirre and Speer's (2000) definition of "goals," while not matching precisely to this study's use of "purposes," nonetheless provided important insight that teachers make purpose-based decisions in both planned and emergent situations.

The slight shades of difference in how alternative terms have been used nonetheless help further clarify what is included in referencing teachers' "purposes." While Kennedy (2005) selected the word "intentions," and Aguirre and Speer (2000) utilized the word "goals," I chose in this study to connect my understanding of teachers' guiding rationales for their decisions to the more common term, "purposes," found in history education literature. "Goals" is a term too narrowly connected to specific learning objectives. "Intentions" is connected with a slightly different definition elsewhere in education psychology and human behavior research, where it has been used to refer to a person's clear action-oriented plan to perform a particular behavior at a later time (Davis & Warshaw, 1992; Fishbein & Ajzen, 1975). Since I see teachers' "purposes" as driving their planned and emergent decisions – those decisions intended in advance through lesson planning, as well as those decisions made "in-the-moment" during the circumstances of teaching – I prefer not to conflate my terminology with the action-plan-to-be-implemented-later use of "intentions" elsewhere in the literature.

For the reasons listed here, I find the term "teachers' purposes" to best reflect my construct of interest. I use "purposes" to refer to the rationales that drive teachers to make particular decisions about curriculum and instruction, in relation to both their subject matter goals and their classroom-related goals. There is much to be learned from these studies about how teachers' purposes translate into teaching decisions; moving forward

with a shared understanding of how terminology is used in them (see Appendix A for a glossary of key terms) is important for exploring what still remains to be uncovered.

Significance of Studying Teachers' Purposes

It is important to study teachers' purposes because, as van Hover and Yeager (2007) stated, a teacher's purpose is "perhaps the strongest influence on practice" (p. 672). When teacher educators, curriculum developers or reform initiative promoters can have greater clarity about the ways that teachers think about their different purposes and distill them to make teaching decisions, then that understanding can be used to create curricular materials and teacher educational experiences which are more likely to succeed (Kennedy, 2005). Teachers' purposes provide the "compass to guide what is worth teaching at a given time to a given group of students" (Thornton, 2005, p. 6), and if left unexamined, "commonly lead to indifferent practice" (Thornton, 2005, p. 6). It is no easy task, according to Wineburg and Wilson (1988), for teachers to take their rationales about what and how to teach, and "render… their knowledge into forms accessible to a diverse group" (p. 57) of students. Insight into how this process occurs can deepen the field's approaches to educating teachers to use their purposes – both those purposes related to subject matter decisions and those purposes related to general classroom decisions - to create more meaningful and effective learning experiences, and to recognize the processes by which teachers make priorities and choices among competing or multiple purposes (Kennedy, 2005).

History teachers' subject matter purposes influence student history learning. In the area of history education specifically, further study of teachers' purposes is central to determining what and how students experience the subject of American history,

especially given the ongoing concern of the "broken[ness]" (VanSledright, 2011, p. 2) of the current approach to teaching American history in schools, and that there is "simply no solid evidence" (p. 2) that the way history has been taught in school for generations "matters significantly in producing young Americans who hold deep understandings of history" (p. 2). History and social studies as school subjects are under consistent debate among policy-makers, curriculum-developers, politicians and researchers, as to what should be taught, how it should be taught, and for what end goals in student learning it should be taught (Thornton, 2005; VanSledright, 2011; Wilson & Wineburg, 1988). Teachers' purposes must be considered in the picture of what students learn in American history classes, since teachers will ultimately make the final decisions about how the curriculum is enacted in the classroom (Ross, 2006; Thornton, 2005). When the rationales behind teachers' decision-making are at odds with the purposes of a required curriculum or pedagogical approach, then neither "side" succeeds fully - teacher morale and sense of professional efficacy can suffer, and reforms/curricula are not implemented as intended – in these cross-purposes situations, efficient student learning is not maximized (van Hover & Heinecke, 2005).

While individual teachers make decisions about what materials and pedagogy to use in the teaching of American history, these decisions are usually made with some general curricular guidance from school, district or state standards. Official secondary school American history curricula usually include themes and content similar to the overview presented by the public school system in a large mid-Atlantic district. For middle school, the required one-year course is "a chronological, narrative survey of the history of the United States from prehistoric America to 1877. The program is designed

to encourage identification with the American people, their aspirations, their ideals, and their experiences at various points in time in our country's history" (https://www.XXX.org/offices/oss/courses.html). For high school, the required one-year course has this official explanation:

> United States History enables students to participate in an in-depth examination of the events, participants, patterns, and relationships of our nation from the end of the Civil War to the present era. Recurring historical themes are presented within a chronological framework. The course provides opportunities for students to master the content while also developing the historical thinking skills required for a deep and sophisticated understanding of the past.
>
> (https://www.XXX.org/offices/oss/courses.html)

While individual school districts and/or states are free to determine the particular content, events and pedagogy that define their American history curricula, the standards presented by the National Center for History in the Schools (http://www.nchs.ucla.edu/Standards/preface-1/developing-standards) frame students' understanding of American history through a chronological periodization, recognizing that ordering history by date-bound or event-related time periods is one way that history can be organized and understood. The NCHS website provides further examples of different approaches by different states as to when different topics and periods in American history should be taught to secondary school students.

However, even with suggested (or sometimes mandated) content, skills and standards, teachers "on the ground" make the ultimate decisions about what and how history is taught in schools, and studies have shown that teachers teaching even the same

underlying content can teach that content in very different ways (based on teachers' different purposes), with vastly different outcomes in student learning (VanSledright, 2011). The research on how history is taught, and how it could be taught, points to three general categories of subject matter purposes that are reflected in different curricula and by different teachers: 1) history can be taught for a "Civic Awareness/Heritage Purpose" – both to transmit a unified national heritage to the next generation of literate citizens, (Barton & Levstik, 2004; Evans 1989; Grant, 2003; Levstik, 2000; van Hover & Yeager, 2003, van Hover & Yeager, 2007; VanSledright, 2008; VanSledright, 2011; Wineburg, 2001a); 2) history can be taught for a "Disciplinary Training Purpose," to help students develop the critical thinking and textual analysis skills of the professional discipline of historians (Bain, 2000; Britt & Aglinskas, 2002; Burke & Andrews, 2008; Fickel, 2006; Gradwell, 2006; Hartzler-Miller, 2001; Lee, 2005; Lee & Ashby, 2000; Lévesque, 2009; McDiarmid & Vinten-Johansen, 2000; Moje, 2007; Reisman, 2012; Seixas, 1996; Seixas, 2009; van Hover, Hicks & Irwin, 2007; van Hover & Yeager, 2007; VanSledright, 2002; VanSledright, 2011; Wiley & Voss, 1999; Wilson & Wineburg, 1988; Wilson & Wineburg, 1993; Wineburg, 2001); and, 3) history can be taught for an "Engagement and Relevancy Purpose," to support meaningful connections between history and students' lives today and to promote social justice lessons learned from the study of history (Crocco, 2006; Dunn, 2000; Epstein, 2009; Gutierrez, 2000; Gutstein, 2005; Hawkey, 2007; Levstik & Barton, 2001; Malott & Pruyn, 2006; Marri, 2005; Park, 2003; Selvester & Summers, 2012; Terry & Panter, 2010; Thornton, 2005; Villano, 2005; Yarema, 2002).

How teachers navigate the push and pull of these different categories of purposes for teaching American history, whatever their specific purpose might be among the

categories, has deep ramifications for what students learn from their history classes, and for how students engage with the discipline of history throughout their lives (Rosenzweig, 2000). History teachers' purposes are reflected in their pedagogical choices:

> Every school textbook, curriculum guide, CD-ROM, and classroom exercise carries implicit notions about what history is, how it should be organized, and why it is worth learning. But, these assumptions are not generally made explicit, so their conflicts and inconsistencies, their strengths and weaknesses, escape systematic examination. (Stearns et al., 2000, p. 15)

Students receive messages about the purposes of history education, usually implicitly, from their teachers' instructional methods and materials. Continued research into how teachers understand their subject matter purposes, and how those purposes manifest themselves in history teaching, could perhaps help the field come to a greater consensus about what constitutes a worthwhile history education, and help the field determine the most effective techniques for teaching history for a particular purpose.

Teachers' classroom-related purposes influence students' learning experiences. Both Kennedy (2005) and Aguirre and Speer (2000) pointed to the complex nature of teachers' purposes as enacted in the classroom, showing in their studies that teachers make some curricular and pedagogic decisions because of emergent circumstances, or because of concerns related to students' general approach to learning or the classroom environment. In fact, Kennedy (2005) found that teachers' purposes related to ensuring classroom control and maintaining lesson flow were cited by teachers as influencing their decision-making more frequently than did subject matter purposes.

Since teachers' decisions shape students' learning experiences, all of the facets that influence those decisions deserve exploration. This exploration could help all parties involved with educational training and implementation provide better institutional support, curriculum and professional development designed to use teachers' purposes in these areas to create more effective learning experiences. Thornton (2005) posited that teachers can be taught how to be better "gatekeepers" – this improvement can occur only with deeper understanding of the myriad of purposes that influence teachers' decisions, so that teachers are not left feeling that schools, curricula or teacher education programs have little understanding of the "reality" of teachers' daily experiences in the classroom (Kennedy, 2005; van Hover & Heinecke, 2005).

Without added insight into the ways that teachers' "other" purposes (beyond subject matter purposes) shape their teaching, the field does not possess a complete picture of the processes involved, and cannot properly move towards new ideas for helping teachers better navigate through the various purposes acting on their decisions at any given time. Studies regarding history teachers' purposes have focused solely on teachers' subject matter purposes; an exploration into how history teachers make choices *among* their subject matter purposes and their classroom-related purposes would provide a fuller picture of the teacher decision-making that influences what and how students learn in the history classroom.

Novice and experienced history teachers enact teaching differently from each other. Even more compelling, and potentially illuminating than a general study of history teachers' in-the-moment decision-making and underlying purposes is the study of the purposes of two teachers at different points in their teaching careers. In exploring the

theoretical understanding that could be gained by studying the interplay of subject matter and classroom-related purposes, comparing how a novice teacher and an experienced teacher make purpose-driven decisions can expand the field's understanding of teachers' purposes even more. The history education research field already recognizes that the fulcrum of comparing aspects of novice teacher practice and experienced teacher practice is important. Harris and Bain (2011) compared novice and experience teachers' arrangement of world history knowledge for teaching, and Wilson and Wineburg (1993) compared a novice and an experienced history teacher's responses to several performance assessments of key practices related to history teaching; several studies explored novice and/or experienced history teachers' thinking and approach to writing instruction in history (Monte-Sano, 2008; Monte-Sano & Budano, 2013; Monte-Sano & Harris, 2012); and van Hover (2006) studied seven novice teachers to explore how they responded to new state history accountability standards. The history education research field accepts that novice and experienced teachers have characteristics, behaviors, approaches and attitudes distinct from each other that are worth studying. These studies, even Wilson and Wineburg (1993) which directly compared how a novice and experienced teacher performed on assessments related to the acts of history teaching, were not premised on the idea that a comparison of novice and experienced teachers is necessarily about the relative quality of education provided by teachers at opposite ends of that fulcrum. Wilson and Wineburg (1993) concluded, in fact, that deep analysis of their novice and experienced teacher findings could result in equally valid judgments of greater teaching quality for each teacher (novice and experienced) in their study. Therefore, instead, Wilson and Wineburg (1993) contended that the comparison of novice and experienced

history teachers in their study, as it is in much of the research literature, was to illuminate key differences in teachers' approaches, conceptualizations, or techniques that can change over time and over the gaining of professional experience. The research literature does not look to the novice vs. experienced teacher pivot as a necessary indicator of "quality" in history teaching, and the current study conducted here follows suit.

While there are several studies about novice and experienced history teachers, none of the studies in the field have specifically looked at the interplay between a teacher's subject matter and classroom-related purposes. Specifically looking at this interplay through the lens of a novice and an experienced teacher is something new in history education research. A study that provides insight into how a novice teacher navigates among his/her purposes, and how an experienced teacher navigates among his/her purposes, can help the field understand if the nature of a teacher's purposes, his/her navigation among them, as well as any connection between purposes and desired student outcomes, can grow or change over time and experience. Monte-Sano and Harris (2012) suggested specifically that future research and teacher education programs "must attend to the different contexts in which novices may try to teach" (p. 127). While Monte-Sano and Harris continued their contention to focus on how studying the context- and classroom-related issues can matter to the historical writing pre-service education of novice teachers, it stands to reason that further understanding of all of the contextual factors that influence a novice teacher's decision-making is also important. By contrasting an experienced teacher's decision-making processes with that of a novice teacher, this study takes a step in the direction suggested, and highlights particular differences that might exist between a novice and an experienced teacher's navigation

among multiple purposes. Kennedy's (2005) reminder that future studies must account for "the importance of the circumstances of teaching" (p. 232) is particularly noted in the study detailed here. In order to gain a better understanding of the range of teacher experiences in responding to the areas of purpose that influence teacher decision-making, a cohesive, in-depth look at how a novice teacher at one end of the experience spectrum and a veteran teacher at the other end, could provide insight into a potential continuum of how years of experience can shape teachers' navigation through all of the factors that are part of their teaching circumstances.

With all of these compelling factors in mind – the significance of understanding a teacher's purposes, the importance of exploring how a teacher navigates among subject matter and classroom-related purposes, the insight to the field provided by looking at connections between a teacher's purpose navigation and desired student outcomes, and the valuable understanding to be gained by comparing a novice and an experienced teacher's experiences in these areas - the study detailed here will respond to these research questions:

1) What subject matter and classroom-related purposes influence the classroom decision-making of a novice American history teacher and an experienced American history teacher?
2) What patterns of purposes emerge in a novice American history teacher's decision-making and an experienced American history teacher's decision-making, throughout a series of class periods, within and across different activity structures utilized in teaching the unit?

3) What relationships can be found between a novice teacher's navigation among purposes and desirable student outcomes? What relationships can be found between an experienced teacher's navigation among purposes and desirable student outcomes?
4) What differences can be found between a novice teacher's navigation of purposes and an experienced teacher's navigation of purposes?

Summary

In this chapter, I have set the foundation for this study of a novice and an experienced history teacher's navigation among subject matter purposes and classroom-related purposes. Within the context of the state of history education today, I have clarified my understanding of the term "purposes" as found in the research literature related to teacher decision-making, and have explained why "purposes," both about teachers' rationales for subject matter choices and for classroom-related choices, is the most appropriate term for I have studied. I have also drawn from the research literature to argue for the significance of this study – bringing together the importance of studying history teachers' subject matter purposes with the added insight into teachers' general classroom-related purposes, all through the comparative lens of a novice and an experienced teacher, for a more complete picture of all of the facets that pull on teachers' decision-making during the moments of teaching.

Chapter 2: Review of Related Literature

Research studies about teachers' purposes have begun to tell us about operational characteristics of these purposes. These characteristics have implications for understanding how teachers navigate among purposes to make classroom decisions, and how student outcomes are impacted by teachers' navigation among purposes. The key studies about teachers' purposes can be analyzed and critiqued related to the following issues: 1) history teachers have pre-formed, consistent, singular purposes, when looking only at the teachers' reasons for subject matter choices; on the other hand, 2) teachers possess an ever-shifting multiplicity of purposes, when looking at both their subject matter and their classroom-related priorities; and, 3) potential differences between novice and experienced teachers' purposes and purposes navigation have not been addressed by the research field. In this chapter, I will examine studies related to all three of these issues, pointing to what the studies can teach us about the nature of teachers' purposes. Finally, this chapter will outline the current study, significant to the research field about teachers' purposes because it addresses limitations and gaps in the current literature related to history teachers' purposes.

American History Teachers' Subject Matter Purposes: Singular, Consistent and Planned

Studies about teachers' purposes for teaching American history have largely sought to define a teacher's particular, singular purpose – what the researchers see as the guiding rationale behind a teacher's choices for what and how to teach in an American history course. These studies, all of which were conducted in public middle school or high schools, are based on the premise that a teacher's subject matter purpose can be gleaned from the ways that teachers talk about their planning, goals and concerns, and

from researchers' analyses of the guiding purpose seen in the teacher's pedagogy in action. These studies all point to a conclusion that the teacher participants each held a singular, consistent purpose across multiple class periods in a teaching unit, from planning through to implementation, as seen through what the researchers observed of the teacher's curricular-instructional choices and the teacher's reflections on the reasons driving those choices.

Methods and findings of studies of history teachers' purposes. Building on assertions made by Barton and Levstik (2004) and Grant (2003), van Hover and Yeager (2007) came to their study seeking to add to the understanding that "teachers with strongly held and clearly articulated purposes make instructional decisions consistent with these goals" (p. 674), and their findings confirmed that hypothesis. Through a single, deep case study, van Hover and Yeager (2007) observed and interviewed a teacher they selected for possessing a clear idea of her subject matter purpose. In this case, the teacher's "main purpose for teaching history is to convey a sense of morals and values through historical stories so that she could shape her students' thinking and help them to grow into productive adult citizens/members of society" (p. 678). The researchers found that this clarity of purpose, as determined through interviews and entries in a reflective journal, helped this history teacher readily choose and implement pedagogy deeply aligned with that purpose, as seen in the researchers' multiple classroom observations. By observing the teacher over many class periods, the researchers were able to provide evidence that the teacher's singularity of purpose framed her teaching choices over time, and therefore, influenced what students "got" from her classes.

van Hover and Yeager (2007) gave only scant attention to the "concerns" outside of subject matter purposes that may have influenced the teacher's decision-making processes (such as content/textbook coverage or maintaining classroom control). By not including these ancillary classroom issues in their use of "purposes," the researchers were able to contend that the teacher operated from a singular, consistent purpose. This results in important questions not addressed by van Hover and Yeager's (2007) study: how are history teachers' singular, consistent subject matter purposes affected by other purposes they may have for the classroom in general? If teachers possess a clear, singular, consistent subject matter purpose, how do they make choices among purposes when classroom-related issues emerge in daily teaching? These questions may be able to begin to be answered if history teachers' classroom-related purposes, as well as subject matter purposes, are seriously considered among the data.

Gradwell (2010) also presented a case study of a history teacher's singular, consistent purpose, reflected through observations and interviews. Designed "to better understand the reasons why one teacher chooses to use the raw materials of history and how it relates to her overall purpose for history education" (p. 61), this study found that the teacher's pedagogic choices for how to utilize primary sources showed her purpose of teaching "for the common good," (p. 63) to "prepare her students for active participation in society" (p. 63). Gradwell (2010) used six weeks of lesson observations, combined with teacher interviews, to draw out data about this teacher's overarching purpose for teaching American history, and for making the pedagogical decision to utilize primary source documents as the best means to accomplish that purpose.

Similar to van Hover and Yeager's (2007) conclusions, consistency and

singularity of subject matter purpose were presented as a desirable characteristic of teacher decision-making (the teachers selected for both studies were chosen because of their ascribed ambitious or effective practices), and issues or concerns unrelated to the direct teaching of American history as a subject were not part of the data analyzed. With their focus on looking at a teacher's subject matter purpose over the course of multiple lessons, it seems that both van Hover and Yeager (2007) and Gradwell (2010) were seeking to find a consistent theme of one purpose guiding their teacher participants' decision-making processes in the history classroom. What these studies took as an assumption, however, requires further exploration as to its reflection of the reality of teachers' experiences in history classrooms - that a teacher's possession of a consistent, singular purpose is a desirable "good" in learning situations. Further study into the interplay of teachers' subject matter and classroom-related purposes will shed light on the potential desirability of teachers' willingness to navigate through multiple purposes, rather than maintaining a complete singularity of purpose throughout multiple lessons.

Wineburg and Wilson's (1988) study was clearly premised on the assumption that an American history teacher's consistent, singular purpose was a desirable "good," as they noted that their participants' purpose-influenced teaching defined them as "wise practioner[s]" (p. 50). The researchers used interviews and classroom observations to glean ideas about two teachers' subject matter purposes in teaching American history. Through narrative retelling of episodes from the series of lessons, the researchers described how each teacher taught, bringing the reader along as conclusions were drawn about themes and patterns in those lessons. The framework that guided one teacher's purposes is wrapped up in "the larger lesson Jensen wants to impart: the making of

history is a dynamic process" (p. 53), which the teacher does not overtly tell the students, but rather acts as more "invisible" as the students discover and mimic historical inquiry processes themselves. This purpose "guides her curricular decisions" (p. 53) and shapes the learning and outcomes that her students experience. The researchers painted a detailed picture of the many ways, with data drawn from transcripts of the lessons and from interviews with the teacher, that the teacher utilizes pedagogic techniques designed specifically to bring about this understanding in her students.

Wineburg and Wilson (1988) then presented a second case study for contrast, this time of another "wise" teacher with a different, though still singular, consistent purpose over a series of lessons. This teacher's subject matter purpose in teaching American history was to captivate and entertain his students, leading to his goal for his students to "appreciate and recognize the interpretive nature of history" (p. 56). This purpose determined the pedagogical techniques that Mr. Price used, framing student-learning activities and learning outcomes. The researchers concluded that, even though the two classrooms are "a study in contrasts" (p. 56), student engagement and effective learning occur in both teachers' classrooms because of the teachers' consistent subject matter purposes influencing their pedagogical decision-making.

The studies presented here all approached the examination of teachers' purposes through similar methods for understanding and assessing teachers' thinking, reasoning, decision-making and subsequent teaching acts. By combining teachers' self-reflections and the researchers' own observations of how that singular purpose translated into observable classroom activities and speech actions, each of these key studies found thematic lines running through multiple class periods. These studies all provided

compelling evidence from classroom observations, noting places in the teacher's instructional choices that matched with themes and patterns in the teacher's reflections about what drives his/her decision-making. The appropriate methods utilized in these studies found consistency between teachers' reflections about their sense of purpose, and the teachers' chosen content and pedagogic methods for conveying American history to their students. These three studies (Gradwell, 2010; van Hover & Yeager, 2007; Wineburg & Wilson, 1988) took careful steps to select participants deemed exemplary teachers by their colleagues or students, leading to the researchers' appropriate contention that consistency of history subject matter purpose can be a hallmark of an effective history teacher.

Limitations of studies of history teachers' purposes. Three important issues remain unaddressed, however, by these three studies. First, if singularity of purpose is desirable for a history teacher, what happens to that singularity of purpose when non-history purposes – classroom-related purposes about student growth, classroom management and human interaction in a classroom – are considered as an essential part of the complex experience of classroom teaching? These studies, narrowly focused on history-related purposes alone, do not tell the whole picture of the classroom realities in which teachers must teach. It may be, as these studies have shown, that history teachers who can articulate their subject matter purposes will maintain a consistent decision-making process based on those purposes, and will therefore plan and conduct lessons in a manner strongly aligned with those purposes. What is missing from the studies of teachers' purposes in American history classrooms, however, is the role of history teachers' purposes outside of those related to the subject matter – the role of history

teachers' purposes related to a desired classroom context for students' overall personal growth. Do history teachers' classroom-related purposes manifest themselves as consistently over multiple class periods as do subject matter purposes? Do history teachers have to make decisions about priorities between classroom-related purposes and subject matter purposes? If so, how are those decisions made? What choices among different types of purposes influence history teachers to plan their lessons the way they do, and what adjustments do they have to make to planned lessons because of emergent real-time classroom circumstances? How do history teachers navigate subject matter and general classroom-related purposes over a series of American history lessons?

An important second limitation of these studies is the width and breadth that they covered, to the detriment of probing depth. These studies took broad-strokes views in order to analyze for patterns and themes over the course of multiple history lessons. Researchers observed several lessons for each teacher participant, and reflected in interviews about the teachers' pre-planned purposes and even on some remembered specifics of classroom events noticed by the researcher. However, none of these studies sought to use an effective method for looking, deeply, repeatedly and over time, at how a teacher's purposes shape individual, in-the-moment decision-making. By taking only a wide-swath, thematic look, discussed well after the observation and utilizing only the memories of the teachers and the researchers of what occurred and why it occurred, these studies missed uncovering what a teacher was thinking and choosing in the individual moments of classroom decision-making.

Finally, a third issue also remains unaddressed by the history purposes studies analyzed here. None of these studies utilized a deep analysis of actual student work –

written or oral assessments of students' relative achievement of desired history outcomes – as part of their data. Student outcomes were analyzed by the researchers only through what the researchers themselves may have observed during class lessons, or through comments during teacher interviews. If the point of a singular, consistent history purpose is its potentially effective and positive impact on desired student outcomes, then thorough examination of the data sources related to those outcomes (student tests, homework, projects, class discussion contributions, etc.) must be included in a research study.

Teachers' Classroom-Related Purposes: Multiple, Shifting, Planned and Emergent

Additional studies related to teachers' purposes begin to provide us with some responses to the issues raised above, but also come with their own limitations. In investigating how teachers' subject matter purposes interact with their general classroom-related purposes as the teachers make decisions about what and how to teach, these studies begin to address the first two issues raised above: that the picture of teachers' purposes is more complex and multi-faceted than the consistent and singular characterization of purpose provided by the literature in history education, and that deep, probing analysis of the individual moments of teacher-decision making, as uncovered through helping the teacher more thoroughly recall the exact context and experience of the moment, is important to the picture of the role of teachers' purposes in a classroom.

Methods and findings of studies of teachers' classroom-related purposes.

Kennedy's (2005) study made a major contribution to the research on teacher rationales and decision-making, showcasing two aspects of teachers' purposes that had not been previously explored deeply in the literature: 1) teachers navigate between a multiplicity of purposes, including subject matter purposes and classroom-related purposes; and, 2)

teachers' multiple purposes can shift throughout a class period, often doing so in response to unanticipated momentary situations in the classroom. Through the use of "stimulated recall" (p. 251) with 49 separate teacher participants, Kennedy (2005) conducted reflective interviews with each participant while watching, and discussing episodes of interest from videorecorded lessons. Kennedy's questions for teachers were carefully designed to keep teachers focused on their purposes, continuing to ask teachers how they accounted for their decisions during teacher-identified episodes of interest.

The first of Kennedy's (2005) major findings was that teachers, in fact, hold multiple, "competing, often conflicting, ideas about what is the most important thing…to accomplish in their classrooms" (p. 4). Through her analysis of the data drawn from the shared video reflection interviews, Kennedy showed that that an individual teacher can hold multiple ideas about purposes simultaneously, and that these purposes can be related to a myriad of issues, including desired content teaching, addressing individual student needs, creating an effective classroom learning environment for all students, and engaging students in the learning process. While none of these purposes necessarily have to conflict in theory, Kennedy (2005) heard from the teachers' reflections that it was often the reality that they had to make choices during enacted teaching necessitating the sacrifice of one purpose in order to actualize another. For example, a teacher may decide in one experience that allowing a student's tangential question will serve the purposes of engaging students in the lesson and teaching them that questions are a desirable path to learning in life, even if choosing to allow the tangent limits the amount of time to accomplish a particular subject matter purpose that had been previously planned. Kennedy's (2005) findings in this area presented a vastly different picture from the

singular, consistent purpose of history teachers presented in studies looking only at subject matter purposes. With this broader, more thorough definition, teachers' purposes now include all of the types of teachers' purposes to contribute to our understanding of what drives teachers' decision-making.

The second finding from Kennedy's (2005) study is that teachers also must mentally navigate through their planned purposes (those accounted for and anticipated by teachers in their lesson-planning processes), and purposes that influence reactions to emergent circumstances during teaching. Even if nothing external to the classroom causes an interruption, or even if students' behavior doesn't require an adjustment to the lesson plan, different students will respond to a lesson differently from each other, and differently on different days. The circumstances of teaching require teachers to "decide quickly how to respond" (p. 96) when students misunderstand a concept, or understand differently from each other. This need to prioritize some purposes in favor of others, because of emergent circumstances in the "in-the-moment" experience of teaching, meant that teachers in Kennedy's (2005) study were frequently shifting among multiple reasons driving their "real-time" decision-making, with some purposes as more operational than others during given episodes of a lesson. Kennedy's (2005) study began to give us a more complete picture of the competing forces in teachers' mental navigation going on within small-chunk episodes within a single lesson. Noting that teachers described in interviews that they "frequently had to make decisions about which intentions to pursue" (p. 56), Kennedy specifically chose to look at in-the-moment teaching in order to bring together factors related to teachers' pre-existing purposes as well as emergent, unanticipated decisions. This, too, is a different picture than provided by the studies in history teachers'

purposes, where subject matter purposes framed history teachers' pre-planned teaching decisions.

Kennedy (2005) seemed to have accomplished one of the goals of her study – "to go…into teachers' heads, to learn why teaching looks the way it does" (p. 2) – a goal not explicated clearly nor studied appropriately by the extant studies on history teachers' subject matter purposes. By providing a new layer to this understanding, Kennedy gave the field a new paradigm for what teacher decision-making looks like. Kennedy, however, focused in only very narrowly (albeit repeated many of times for dozens of participants for a wider data set) on short duration, specific teaching events of interest for each teacher. Even with clear criteria for how events of interest would be selected through joint suggestions of teacher and researcher, Kennedy's study nonetheless narrowed the research so tightly that patterns of purposes for a particular teacher, over an entire teaching period or even over multiple teaching periods for the same teacher, were not considered.

Like Kennedy (2005), Aguirre and Speer (2000) focused specifically on teachers' in-the-moment purposes, also finding that teachers possess multiple purposes throughout one class period, and that these purposes shift during different classroom experiences. As Aguirre and Speer (2000) carefully observed a single algebra lesson from each of two teachers and later fine-grain analyzed the videorecording of the lesson with the teacher, the researchers parsed the entire lesson transcript to ascribe ongoing, suspended, shifting and newly-emergent purposes to all of the different time moments throughout the lesson. These purposes included ones related to the math content and skills teaching of the lesson, as well as purposes related to general classroom context. In creating a visual

"map" of each teacher's shifting purposes at time codes throughout the lesson, this study provided guideposts for noticing that a teacher's rationales and purposes driving decisions can change at different points. Through the researchers' concurrent and subsequent interviews with the teachers, they were able to delve more deeply, not only to provide a map of how a multiplicity of purposes can shift throughout a single lesson, but also to begin to uncover some of the reasons that these teachers may have prioritized one purpose over another during specific classroom experiences.

Both Kennedy's (2005) and Aguirre and Speer's (2000) studies pointed the research related to teachers' purposes into more complex territory, finding that teachers navigate through a multiplicity of subject matter and classroom-related purposes, making choices throughout teaching lessons which prioritize particular purposes more than others at any given moment.

Additional limitations from studies of teachers' multiple purposes. Kennedy (2005) and Aguirre and Speer (2000) addressed two of the limitations described earlier when critiquing studies of history teachers' purposes. They both took into account the fuller context of a teacher's classroom-related and subject matter purposes, and they both narrowed in on teachers' moments of decision-making, uncovering more authentic data through use of retrospective interviews stimulated by video-watching of a recorded observed teaching lesson or teaching event. However, each of these studies, by focusing in narrowly on a single event or single lesson for a teacher, did not consider how patterns of purposes and a teacher's repeated, ongoing navigation among purposes occurs over multiple lessons in a teaching unit. The field has conducted studies that look widely but not deeply, and studies which look deeply without length of time or breadth. This missing

component in the research literature – a deeper look at teachers' patterns of navigation among purposes, during individual moments over a wider sustained period of time – would add important data in understanding those teachers' tendencies in navigating among their purposes. To the best of my knowledge, such an exploration of teachers' purposes navigation has not occurred in history education research, nor in education research for any subject. A deeper and wider accounting of a teacher's navigation among purposes would shed important light on whether consistent, persistent patterns of purpose navigation – for example, always prioritizing a particular goal in history subject matter learning over a particular goal for student personal growth, or responding with certain choices related to purposes during specific classroom occurrences – can be discerned in teachers' decision-making over time.

In addition to the missing exploration of an individual teacher's navigation among purposes, Kennedy (2005) and Aguirre and Speer (2002) possess one of the same limitations as do the studies of history teachers' singular purposes: analysis of student outcomes is also not a part of the methodologies of these studies of teachers' multiple, shifting purposes. While studies of teachers' purposes are important and interesting intellectual exercises, providing insight into what occurs in the moments of classroom decision-making, they remain unconnected to the end-goal of all classrooms – the students' achievement of desired goals, for both the subject matter and for students' growth as well.

Novice and Experienced Teachers' Navigation of Purposes

One additional important consideration must be given to the question of fuller understanding of history teachers' purposes, how history teachers navigate among their

purposes, and what connections teachers' purposes navigation has with desired student outcomes. That consideration revolves around participant selection in studies related to teachers' purposes; previous studies on teachers' purposes have, in many cases, purposefully selected novice teachers as their participants, or have selected experienced teachers as their participants. This issue of participant selection raises an important question – how do teachers' different years of teaching experience relate to their purposes and navigation among purposes?

The education research field includes many studies related to novice and experienced teacher differences, with focuses ranging from novice vs. experienced teacher differences in PCK (Borko & Livingston, 1989; Gatbonton, 2008), to differences in adapting to curricular changes (Burkhauser & Lesaux, 2015), from differences in understanding and utilizing physical classroom spaces (Jones, et al., 2008) to differences in utilization of teaching time (Goolsby, 1996). Several studies have specifically explored comparing novice and experienced teachers' decision-making. Westerman (1991) conducted a major study comparing novice and experienced teachers and their conceptualization of the steps in their lesson planning processes and implementation of lesson activities. This study, which included teacher interviews, multiple observations and teacher self-reflections to help uncover teachers' thought processes, found that experienced teachers actively thought through each lesson planning decision within the complex context of their overarching learning goals, subject matter sequence and content-related pedagogy. Novice teachers, conversely, made decisions about their lesson-planning within a much more narrow framework, thinking almost solely about the specific, immediate learning objectives served by that particular lesson activity.

Westerman (1991) provided the field with a framework for understanding a key difference between novice and experienced teachers – the scope (depth and breadth) of the contexts they consider when making lesson-planning decisions.

Klimczak and Balli (1995) built upon Westerman's (1991) framework, and narrowed the study of novice/experienced decision-making differences to the specific differences between these categories of teachers and their sequencing and structuring of subject matter content for their students. Klimczak and Balli's (1995) conclusions aligned with Westerman's (1991) – that novice teachers planned and implemented teaching with a more narrow focus, while experienced teachers maintained a wider, more connected perspective, structuring their content and content delivery in connection with the "bigger picture" of all of their overarching subject matter goals. While novice teachers often did not structure their content at all, experienced teachers regularly set their students' subject matter learning within the context of the other learning that would take place for that subject area. It is important to note, however, that all of these studies of novice and experienced teacher decision-making focused their exploration solely on teachers' subject matter decision-making; issues related to classroom purposes (student growth, classroom management, etc.) were not part of the framework of interest for these studies.

Many of the key studies related to teachers' purposes – both subject matter and classroom-related - have followed suit with other studies in the field and have made teachers' years of experience an important part of their selection criteria. One study selected pre-service teachers (Salinas & Castro, 2010) and two studies selected novice teachers (Gradwell, 2010; van Hover & Yeager, 2007). Each of these studies about beginning teachers addressed the reason for selecting participants who were new to the

profession of teaching, premising their selections on the idea that novice teachers had not heretofore been studied in the literature related to curricular decision-making. These studies showcased that novice history teachers are of interest when exploring teachers' implementation of beliefs into practice. "Research has documented that beginning teachers' instructional practices are mediated by their beliefs and experiences, coursework, and perceptions of curriculum, students, and pedagogy" (van Hover & Yeager, 2007, p. 672).

Others of the studies indicated here selected experienced teachers for their exploration of teachers' purposes. Aguirre and Speer (2000) did not address specifically why they chose the two teacher participants they did; however, it remains that their important study of math teachers' purposes was based on case studies of two experienced teachers, for all of the data that studying experienced teachers could offer. Wineburg and Wilson (1988) did so purposefully, seeking to study how history teachers nominated by their peers as "expert practitioners" (p. 50) who exhibit "wise practice" (p. 50). Wanting to ensure that "knowledge about good teaching…[not] remain [only]… in the minds of good teachers" (p. 50). For Wineburg and Wilson (1988), experienced, quality history teachers were worth studying to bring to light the purposes that drove their effective, wise teaching. The research literature on teachers' purposes recognizes that studying novice teachers is important, and that studying experienced teachers is important.

None of the studies about teachers' purposes, however, attempted to compare novice and experienced history teachers to gain insight into whether there are any differences in their purposes, their navigation among purposes, or their achievement of desired student outcomes based on these purposes. Additional studies of history teachers

compare novice and experienced teachers regarding other aspects of history education, including their approach to history writing instruction and historical understandings (Harris & Bain, 2011), and their responses to three major assessments of history teaching practices (Wilson & Wineburg, 1993). These studies comparing a novice and experienced history teacher acknowledge that a difference in two teachers' number of years of "experience with learners" (Wilson & Wineburg, 1993, p. 733) is a worthwhile pivot when studying the components of quality history teaching. These studies pointed to a growing sophistication and complexity of understanding how to teach world history that develops as a teacher gains in years of experience (Harris & Bain, 2011), and to a fluidity, confidence and ease that can be observed more prevalently in an experienced history teacher's everyday practice than in a novice history teacher's handling of similar teaching tasks (Wilson & Wineburg, 1993). None of these studies comparing novice and experienced history teachers, however, delved deeply into the myriad of purposes that form teachers' in-the-moment decision-making to explore how purposes might be navigated differently by a novice history teacher than by an experienced history teacher.

The Current Study

What remains, therefore, to fill in the gaps of the current studies on history teachers' purposes, is to conduct a qualitative study which accounts for all the limitations listed here: a study that includes the subject matter and classroom-related contexts and concerns of a teacher; a study that combines probing depth of individual moments with wider breadth of time and repetition across a teaching unit to reveal patterns in that teacher's navigation among purposes; a study that hones in on these individual moments of teaching decision-making by having the teacher reflect while watching video-

recordings of the lessons in question; a study which includes analysis of student outcomes as a critical component of assessing the role of teachers' purposes in the classroom; a study which uses the already-established fulcrum of comparing a novice and an experienced teacher to gain insight into what happens with a history teacher with professional growth over time. Such a study would help the education field better understand how to prepare teachers for the unavoidable process of consideration of multiple purposes, better help teachers recognize and account for their own personal purposes navigation in planning lessons and responding to emergent classroom circumstances, better help novice teachers learn what characteristics mark an experienced teacher's practice, and better connect teachers' real-time classroom decision-making to curriculum and educational improvement efforts.

For a summary of the methods and findings of the major studies reviewed here, see Table 2.1. All of the studies presented here begin with an assertion that exploring the characteristics of teachers' purposes is worthwhile. The studies differ, however, as to the inclusion of both subject matter purposes and classroom-related purposes, and therefore also differ as to whether consistent or shifting purposes are more desirable.

It is a teacher's continuing consideration of different types of purposes implied by these studies that particularly draws my interest. On the one hand, it may be desirable to have a history teacher who makes decisions with a commitment to consistency of purpose throughout a series of lessons (as seen in Gradwell, 2010; van Hover & Yeager, 2007; Wineburg & Wilson, 1988), keeping his/her students' learning focused on that sole goal. On the other hand, when classroom-related purposes are included in the conceptualization

Table 2.1

Summary of Methods and Findings from Previous Studies on Teachers' Purposes

Study	# of cases	# of observations per case	# of interviews per case	Standard or in-depth retrospective interviews?	Written reflective task completed by each case?	Participant selection based on?	Major Findings
Aguirre & Speer (2000)	2	1	1	In-depth retrospective interview	No	Not addressed in study. (*Both participants happen to be experienced teachers).*	Teachers' purposes shift while teaching, especially in reaction to emergent classroom circumstances.
Dani (2009)	8	3	2	Standard	No	Convenience and willingness. *(Participants happen to be mix of novice and experienced teachers).*	Science teachers' subject matter purposes are aligned, to varying degrees, with components of disciplinary scientific literacy.
Gradwell (2010)	1	25	5	Standard	No	Purposeful: recommended as strong disciplinary teacher; novice teacher; course with high-stakes test.	A history teacher's singular subject matter purpose is reflected in, and supported by, her choice of teaching materials.
Kennedy	45	1	1	In-depth	No	Any volunteers from	Teachers' classroom-

(2005)				retrospective interview		purposesfully-selected school sites (based on reform initiatives) *(Participants happen to be a mix of novice and experienced teachers.)*	related purposes more frequently influence decision-making than do subject matter purposes.
Salinas & Castro (2010)	2	5	4	Standard	Yes	Purposeful: Latino pre-service teachers teaching state-dictated curriculum	Two history teachers' ethno-cultural backgrounds influenced their subject matter purposes and resulting classroom decision-making.
van Hover & Yeager (2007)	1	15	5	Standard	Yes	Purposeful: strong PCK and disciplinary background, reputation as effective teacher; novice teacher.	A clearly purposeful history teacher will make classroom decisions that reflect and promote his/her singular, consistent subject matter purpose.
Wineburg & Wilson (1988)	2	One unit (# of lessons not specified)	Not indicated	Standard	No	Purposeful: peer-nominated as "wise" history teachers, both are experienced teachers.	Wise practice includes a teacher's subject matter purpose manifested consistently through purpose-driven pedagogical choices.

of teachers' purposes, teachers seem to act with more flexibility across multiple purposes, shifting among purposes, accounting for emergent circumstances as well as pre-planned subject matter goals (Aguirre & Speer, 2000; Kennedy, 2005). Teachers' multiple purposes may drive teachers' decisions in reaction to an unanticipated classroom situation (Aguirre & Speer, 2000; Kennedy, 2005), or may be part of the process that led to decisions to utilize different types of teaching and learning formats (also known as "activity structures" (Stodolsky, 1988)) within the lesson.

There are components of these different studies that can be brought together to add to the picture of how history teachers make decisions based on different purposes in classroom teaching. This study mapped out a novice and an experienced history teachers' subject matter and classroom-related purposes over the course of a whole teaching unit, looking for patterns of purposes within and across different types of planned lesson activity structures, as well as teacher responses to emergent situations. This study was built on several aspects from previous studies, combining those aspects into new research with a deeper focus. Studies into history teachers' purposes have been focused on a larger grain-size (multiple class periods/units) and have largely focused on identifying characteristics of a teacher's overarching subject matter purpose. Studies that have utilized much finer grain sizes, looking at specific, small moments within a single period to explore a teacher's navigating of multiple purposes (subject matter and classroom-related) have not focused on history teachers. My study brought together these two areas and used Kennedy's (2005) and Aguirre and Speer's (2000) methods to explore a novice and an experienced American history teachers' ongoing consideration and distillation of purposes (subject matter and classroom-related) into teaching choices. This exploration

was fine-grained, deeply delving into the teachers' "in-the-moment" decision-making (explored through carefully-crafted interviews, classroom observations, and shared reflection while watching videorecordings of each lesson), and extended Kennedy's (2005) small episodes within one lesson and Aguirre and Speer's (2000) single lesson to a series of lessons in order to have more extensive data of the history teachers' navigation of multiple purposes across an entire teaching unit. See Appendix A for a glossary of terminology related to the study of teachers' purposes; this terminology was to the data analysis conducted in this study.

Research questions. This study was guided by the following research questions:

1) What subject matter and classroom-related purposes influence the classroom decision-making of a novice American history teacher and an experienced American history teacher?
2) What patterns of purposes emerge in a novice American history teacher's decision-making and an experienced American history teacher's decision-making, throughout a series of class periods, within and across different activity structures utilized in teaching the unit?
3) What relationships can be found between a novice teacher's navigation among purposes and desirable student outcomes? What relationships can be found between an experienced teacher's navigation among purposes and desirable student outcomes?
4) What differences can be found between a novice teacher's navigation of purposes and an experienced teacher's navigation of purposes?

This study was built on some of the assertions, premises and methods of the literature

highlighted above, to shed new light on how American history teachers think through various purposes in planning and teaching, balancing and making choices among the many purposes a teacher may hold. See Figure 2.1 for a graphic representation of the conceptual framework that guided this study. The graphic highlights this study's focus on the question of how a novice and an experienced history teacher accounted for choices he/she makes when the teacher's subject matter and classroom-related purposes are at work within and across planned activity structures and emergent teacher responses. The choices among purposes that the teachers made then influenced his/her classroom decisions related to student learning experiences.

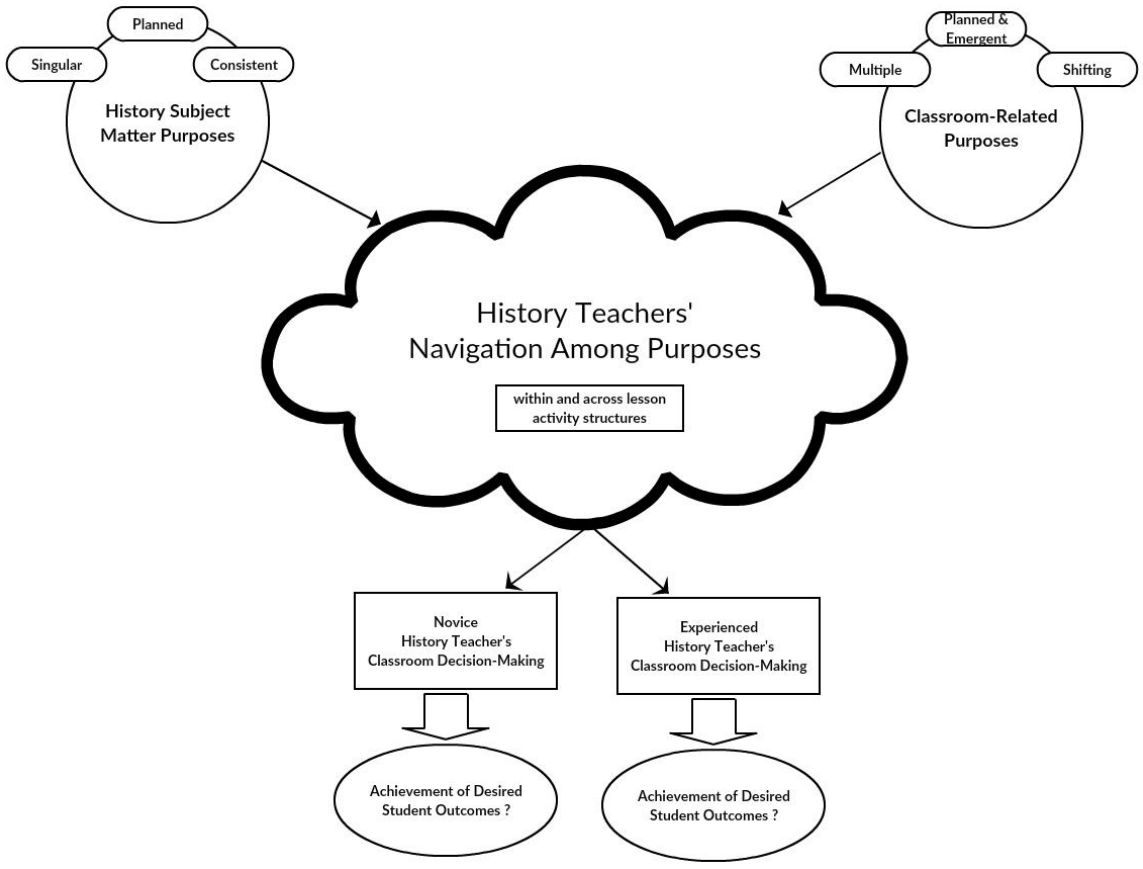


Figure 2.1. Conceptual framework for current study.

Summary

In this chapter, I have reviewed key studies from the literature related to teachers' purposes. Studies about history teachers' purposes have focused on their subject matter purposes as planned and implemented, and have found that history teachers make curricular and pedagogic choices reflective of a singular, consistent guiding approach for how and why history should be taught. Studies about teachers' in-the-moment decision-making have, in contrast, found that teachers possess multiple purposes (subject-related and classroom-related) that shift in response to both planned and emergent classroom situations. Furthermore, studies about teachers' purposes have pointed to important considerations involved in studying novice history teachers or experienced history teachers. These areas of the research literature have led to the study discussed here, which sought to explore how a novice and an experienced history teacher navigated through subject matter and classroom-related purposes in teaching an American history unit.

Chapter 3: Methodology

In this chapter, I will discuss: 1) my epistemological stance, including my understanding of how we can come to learn about teachers' purposes, and my positionality with regard to this study; and, 2) my methodology, including details of the study design, site and participant selection, methods, data analysis, write-up, and timetable.

Epistemological Stance – Constructivism Influenced by Interpretivist Paradigm

Research is an act of learning - the observing, reviewing and interpreting of data to more deeply understand a phenomenon and "the complex interrelationships among all that exists" (Stake, 1995, p. 37). I believe that learning reflects how an individual makes personal sense of the experience, environment or interaction occurring, and that this process of sense-making will be unique to that individual, dependent upon his or her previous experiences, emotions, memories and ways of thinking. Constructivism stems from believing the "nature and essence of thoughts to be as particular and peculiar as the varieties of personal consciousness attached to them…there is no sameness of thought, only sameness of object of thought" (Woods & Murphy, 2002, p. 46). Since a researcher is a "learner" in a particular context, the same framework for understanding how human beings can come to "know" something can apply to the process of doing research. I cannot separate who I am as a researcher, learner and human being, and what I bring to the interaction with the "text" from my own life experiences and feelings, from some potential "objective" reality of what the data might "be." This perspective is consistent with a constructivist epistemology in which "truth, or meaning, comes into existence in and out of our engagement with the realities in our world" (Crotty, 1998, p. 8) and with

an understanding of qualitative research in which we as researchers "draw from understandings deep within us, understandings whose derivation may be some hidden mix of personal experience, scholarship, assertions of other researchers" (Stake, 1995, p. 12). Therefore, when I proceeded through the methodology for my study, I did so with the full understanding that whatever I might have seen within the data I collected is my interpretation of that data, influenced by my own outlook and by the experiences that have shaped me.

This study is based on the assumption, shared by studies in the field, that interpretations about teachers' purposes, despite purposes being mental constructs, can be made based on available data. My study design drew from methods used in previous studies, utilizing interviews with participant teachers and observation of classroom lessons, to draw out from what the teachers say about themselves and their purposes, and from seeing the teachers' practice in action and inferring the purposes guiding their decisions (Aguirre & Speer, 2000; Gradwell, 2010; Kennedy, 2005; van Hover & Yeager, 2007; Wineburg & Wilson, 1988). As did these studies, I learned about a teacher's purposes from what the teacher professed to be his purposes and from what I, as the researcher, interpreted from my interactions with the teacher and with the data.

Within a constructivist epistemology, I am also persuaded by some of Lincoln's (1995) descriptions of aspects of the interpretivist paradigm. Specifically, I approached my research study with a recognition of my own positionality in relation to potential data, and agree strongly that having had a plan for reciprocity with one's study participants was of great importance.

Positionality. I concur with Henry (1993) that even in the process of collecting data, choices are made by a researcher because of that researcher's own view of the world and the situation being studied. In her in-depth case study of two schools' unique learning cultures, she acknowledged clearly, "It soon became clear that not everything could be recorded. In one sense, analysis is taking place even at the very early stage of data gathering, because the researcher is making conscious decisions about what to include and what to neglect" (p. 227). Her awareness of her own imprinting on the data was in keeping with her epistemological understanding of the interpretive nature of culture, symbols, myths and traditions that she was studying. It will be important in my analysis to explicate the ways that I believe who I am as a researcher has influenced what I see in the data.

With that in mind, I recognize that I, as the researcher, brought unique qualities and interpretations to the data that might not be seen in the same way by another researcher exploring the same data. As a white, Jewish woman and mother of school-age children, I will have to make sure that my personal background and experiences do not prevent me from seeing possible alternative themes and ideas outside of how I, personally, think about my purposes for teaching history or my classroom-related purposes. My graduate classwork in history education has endeared me to a disciplinary approach to teaching history; if I were to teach my own history class, I believe I would try to teach in a manner similar to the disciplinary approach detailed by Vansledright (2011), emphasizing perspective based on careful analysis of historical evidence and understanding of historical context. My teaching and educational administrative experience has been within a relatively homogenous socio-economic environment at a

Jewish day school, and the learning values promoted by my school have led me to prioritize purposes related to the promotion of students' critical analysis skills, the honoring of students' individual interpretations and questioning, and the creation of a collaborative, respectful culture valuing life-long learning.

I also acknowledged, throughout my participant selection and data analysis process, that I brought assumptions to bear about what can characterizes a teacher, in the opinion of a school administrator or supervisor, as a "quality" educator. In my own work as a middle school principal, I recognize a quality educator as someone who can deliver student outcomes related to desired subject matter content and skills, someone who engages students in their own learning, someone who is responsive to student and parent needs, someone who can maintain a viable classroom environment, and someone who is a collaborative, reflective practitioner. These many factors, and potentially others, are what could lead a school administrator to view a teacher as having a reputation for quality teaching; these factors, practical and important to the smooth and content running of a school, might possibly differ in emphasis from some of the factors that the field of history education research uses to characterize a history teacher as a wise or quality practitioner (largely looking at subject matter teaching "quality" alone (e.g. Wineburg & Wilson, 1988).

I attempted therefore, in my own self-reflections, to unpack my initial interpretations so that I could raise sensitivities to socio-economic and ethno-cultural concerns that may have played a strong role in the teaching decisions that the teacher made. I consciously attempted to ensure that I included interview questions to explore these concerns, if they seemed to arise. I reflected on keeping an open mind to whatever

purposes the teacher participant might describe, even if they did not align with the ideal learning environment that I might choose for my own students or my own children.

To help address these outsider/insider concerns, I posed questions to myself through my researcher journal, reminding myself of these issues, and prodding my own initial impressions and notes to account for places that my own experience and background may be over-influencing my reading of the data. These self-directed questions were framed to push my interpretation to balance my personal reading of the data with keeping in mind the teacher's perspective, and included, "Why might this teacher feel this is important?" and "How might my teaching be different if I taught in this school, to these students?" It was also important for me to set a clear expectation of open-mindedness when I first met with each participant teacher. While I have endeavored to make sure that this final report presents enough compelling evidence to support my personal interpretation, I nevertheless enter this experience in full recognition that what I have written reflects just that – my personal interpretation of the data.

I am also acutely aware that who I am as an outsider in the participant's school could also have influenced the kind of data that the participants provided. I anticipated that the participants, in agreeing to my study, might also have wanted to know a bit about me as well; this rapport (Bogdan & Biklen, 2007), I believe, served me well given the amount of time the participant and I spent together in observations and interviews. While knowing that I am a fellow teacher may have aided in the development of rapport between us, it is also possible that knowing that I am both a resident of the community local to their school, and also an administrator at a private school in the same community, influenced the participants to be a bit more guarded or careful in their responses to me. I

continued to assure the participants of their personal anonymity, and the anonymity of the school, in all reports written from the data, and worked consciously to further assure the participants, through the careful wording of my questions, that I was not evaluating or judging their teaching.

Reciprocity. Reciprocity is another area in which I find myself in agreement with Henry (1993). Henry recognized the importance of reciprocity to the communities who welcomed her as a researcher when she stated that "I also sought ways in which I could return something of value to the schools" (p. 232). Lincoln (1995) describes reciprocity as "a characteristic of high-quality, rigorous qualitative, interpretive inquiry" (p. 61) and is "essential because of the person-centered nature of interpretive work" (p. 61). When other people give their time, mental energy and ideas to the work of a researcher, the contributions of those participants should be honored, and the participants themselves should be made to feel that their generosity was worthwhile. While some potential participants might be satisfied knowing that they have helped to contribute to the greater good of research aimed at improving teaching and learning, I think it was nonetheless important for participants to receive some additional clear benefit for their participation. My teacher participants were made aware, through our initial questionnaire and communication exchanges, of ways that they could personally and professionally benefit from participating in the study's activities. I also believe that researchers must honor the gift of time they are receiving from participants, and consider that a small stipend to show appreciation can help to build the trust and positive cooperation of those participants. Potential participants were informed that they could possibly benefit in all of these ways

(personal/professional growth, contribution to research, and receiving of $300 as a stipend) if they chose to join the study.

Methodology

The goal of the design and methods described in this section was to collect rich, meaningful data related to the various purposes that might drive a novice and an experienced teacher's decision-making during the teaching of an American history unit. The data was then used to map out, in fine detail, how, when and why different purposes manifest themselves and were prioritized by the teacher within, and across, different activity structures in the class periods within the unit. An activity segment is "a part of a lesson that has a focus or concern and starts and stops. A segment has a particular instructional format, participants, materials, and behavioral expectations and goals. It occupies a certain block of time in a lesson and occurs in a fixed physical setting" (Stodolsky, 1988, p. 11). In this study, I observed an entire teaching unit for each teacher as an appropriately bounded, thematically connected, span of teaching time for a researcher to notice patterns and draw conclusions about the teacher's purposes (Gradwell, 2010; van Hover & Yeager, 2007; Wilson & Wineburg, 1988). Over the course of this observed unit, I conducted several shared reflective video-watching interviews to help each teacher talk through what drove his decision-making during certain class periods (Kennedy, 2005). I then used the data from the observations and video-watching interviews to create a set of detailed purpose maps, overlaying the teacher's actions (speech acts, classroom activity structures, etc.) with the specific purpose(s) attributed as influencing those action decisions (Aguirre & Speer, 2000). This combination of methods and design allowed me to deeply delve into the teaching

decisions and underlying purposes of a novice and an experienced teacher's American history unit, and best served to address my research questions about subject matter purposes, classroom-related purposes, a teacher's accounting of his choices among them, and their connections to desired student outcomes.

Design. Merriam (1998) defined case study as an "intensive, holistic description and analysis of a single instance, phenomenon, or social unit" (p. 27), and is a "particularly suitable design if you are interested in process" (p. 33). Miles and Huberman (1994) further contended that by studying contrasting cases, "we can understand a single-case finding, grounding it by specifying *how* and *where*, and if possible, *why* it carries on as it does" (Miles & Huberman, 1994, p. 29).

When more than one case is included in a study, and when those multiple cases include some kind of variety across the cases, "the more compelling an interpretation is likely to be" (Merriam, 1998, p. 40). It is with these descriptions in mind that I chose a comparative case study (Yin, 2009) – specifically, presenting two separate cases and then conducting cross-case analysis (Yin, 2009) - as the appropriate design for this study. The unit of analysis – each case – was a single participant teacher, whose practices, and purposes driving those practices, were explored over the course of a series of classroom periods, for the purpose of shedding light onto the fields' understanding of the possible interplay of a teacher's subject matter and classroom-related purposes in influencing decision-making, and connections to desired student outcomes. The two selected cases differed, however, on a descriptor of key interest to this study – the teachers' relative number of years of teaching experience. By selecting one novice teacher participant (teaching for fewer than five years) and one experienced teacher participant (teaching for

six or more years), both of whom were identified by their nominating school administrator as quality teachers with expertise, I created an "instrumental case study" (Stake, 1995, p. 3) designed to help gain "insight into the question [of interest] by studying a particular case" (Stake, 1995, p. 3); since the research questions largely focused on issues of "how" and "why" related to the phenomena of interest, case study was an ideal design for deep exploration of these questions (Yin, 2009). The choice of case study for the design of this study was drawn from studies in both history education literature and education literature in general which used case study as an effective design for capturing and exploring teachers' purposes (Aguirre & Speer, 2000; Dani, 2009; Gradwell, 2010; Salinas & Castro, 2010; van Hover & Yeager, 2007; Wineburg & Wilson, 1988). By spending time observing and interviewing the teachers in their studies, these researchers were able to obtain reliable data about the purposes that influenced the teachers' classroom decisions.

When it came to thinking about the specific methods within my case studies, I found my approach heavily influenced by Stake (1995). Stake stated that "the first criterion should be to maximize what we can learn. Given our purposes, which cases are likely to lead us to understandings, to assertions, perhaps even to modifying of generalizations?" (p. 4). I selected my methodology and specific methods with Stake's question in mind – looking always for the best approaches to maximize what I could learn about the situation. Case study, as a methodology of qualitative research, matches my personal epistemological stance as well, with the idea that "the most distinctive characteristic of qualitative inquiry is its emphasis on interpretation" (p. 8). The specific methods within this case study – observation, interview, shared video-watching and

teacher written reflection – were based on methods from previous studies and are in keeping with Stake's (1995) assertion that case study should maximize understanding of the phenomenon being explored. By including multiple methods to explore a single phenomenon, my study provided many windows into how each teacher's decisions were shaped by his purposes.

Site selection. Since this study was built on the premise that teachers' curricular and pedagogic decision-making reflects their subject matter and classroom-related purposes, the study required that the teacher participants be in schools that allow their teachers a moderate to strong degree of curricular and pedagogical autonomy. This study limited potential sites to private schools that 1) professed to allow teachers a moderate to strong degree of curricular and pedagogic freedom, and, 2) offered ease of access to the researcher.

While not all private schools provide their teachers with freedom to make independent curricular and pedagogic decisions (Henry, 1993), research has shown that there is a greater degree of teacher professional autonomy in private schools than in public schools (Forster & D'Andrea, 2009). Exempt from the state- or district-mandated curricula that constrain public school teachers' teaching decision-making (van Hover & Heinecke, 2005), private school teachers exercise more independent control over the instructional and curricular decisions in their classrooms (Forster & D'Andrea, 2009). In order to maximize the data able to be drawn about a teacher's purposes (rather than gathering data that would instead reflect the district or state's purposes), this study first queried the administrative contact at potential sites to eliminate private schools that provide American history teachers with a scripted curriculum or sequence of lessons or

pedagogic techniques that must be adhered to. If the school administrator responded that history teachers at the school have a considerable degree of freedom to make their own curricular and/or pedagogic decisions, then the school was considered a potential study site. Once potential teacher participants were identified, the teachers were asked to confirm that he/she agreed that he/she had this professed degree of autonomy. The selection of a private school with a strong degree of teacher autonomy was in keeping with Kennedy's (2005) similar constraint on the data, seeking to eliminate data about teachers' purposes related to externally mandated curricula or standards. Kennedy (2005) chose to eliminate external rationales from her teachers' responses; when her participants cited mandated coverage, external standards or the required textbook as the rationales for their teaching decisions, she pushed them to go deeper, not wanting them to "attribute their actions to extant policies" (p. 258). The teachers' responses beyond any initial externally-driven ones were the responses of interest to Kennedy (2005). With that same end in mind, I chose to look to independent schools for my study's participants; it was my assumption (borne out by the data during analysis) that this filter will serve as a similar constraint eliminator, helping to focus the data on the teacher's internal purposes, not on the purposes as determined by the mandated external curriculum.

Ease of access was also a determining factor in the site selection for this study. Since the design requires repeated daily visits of multiple hours over several consecutive weeks, the researcher's ability to commute conveniently to the study site was important (Stake, 1995). Potential sites were narrowed to the dozens of independent schools within a 45-minute drive from the researcher's residence/work. In addition, since private schools can decide independently about their willingness to allow a research study to take place

within the school, there was potentially greater ease of access to a participating teacher than in proceeding through the administration of a public school system (Dani, 2009).

Participant selection. Participant selection criteria were also based on maximizing the data to be collected in addressing the study's research questions (Stake, 1995). Once a school administrator gave permission to proceed with the study at that school, invitations were extended to middle school and high school American history teachers who, according to the administrator contacted, met the study's criteria. These criteria included: 1) reputation as a collaborative, reflective practitioner; 2) possession of professional credentials in history or history/social studies education; 3) reputation as possessing expertise in American history content teaching; and, 4) reputation as a teacher responsive to student needs.

Having a teacher participant who was willing to be reflective about his/her practice was central to this study. As the study asked the participant to think deeply and at length, with a researcher, about influences on his/her teaching decisions, selecting a participant who was already known for willingness to work with others and engage in reflective practice aided the data collection process and provided richer data and a more comfortable environment. A teacher who was willing to take advantage of opportunities to collaborate and be reflective in order to improve practice was also thought to be more likely to give the heavy personal time investment required of this study.

Participant selection criteria also included an emphasis on the teacher being a strong, quality history teacher. It was important that the study participants have background in history education, either through a university degree or through considerable professional development experience. This credential meant that it was

more likely that the participant had been exposed to disciplinary thinking and appropriate pedagogical content knowledge related to history education (Wilson & Wineburg, 1993), and therefore made it more probable that the participants could articulate subject matter purposes, and that those subject matter purposes would be aligned with history education purposes discussed elsewhere in the literature.

Beyond mere possession of a degree or professional education credential, the teacher participant should also have been considered, by a supervising administrator, to be a strong teacher of American history. Since the teacher's subject matter purposes in action were critical to addressing the research questions, I would have been more able to collect data related to the navigation of multiple purposes in a rich history teaching environment if the teacher had a reputation as a strong subject matter teacher. Selecting teacher participants who were considered wise or quality teachers, based on the assessment and recommendation of colleagues or supervisors, was in keeping with other studies as well (Wineburg & Wilson, 1988). As detailed in the documents sent to school administrators at potential sites, a teacher who would be a match for this study would be "a teacher with expertise in teaching American history. This expertise could be based on your [administrator's] assessment, on successful leadership in a history department or mentoring of other history teachers" (see Appendix B). Whether novice or experienced, the selected teacher participant had to be considered by the school administrator as a quality teacher with expertise in teaching history.

As this study was also interested in the interplay between a teacher's subject matter and classroom-related purposes, it was important for the participants to be known, by a supervising administrator, as teachers who are responsive to emergent classroom

situations and student needs. A teacher who teaches exactly as planned, based on subject matter purposes alone, would not be able to provide insight into how teachers can possibly shift between being influenced by subject matter and classroom-related purposes. A teacher who was both a strong content area teacher and was attuned to classroom situations and emergent student needs would serve as an exemplary case for exploring how a teacher makes choices within and between these two categories of purposes.

An internet search and a thorough search of the database of the regional independent school accreditation organization led to the identification of thirty-six independent schools (or middle and high school divisions within independent schools) as potential school sites meeting the local travel time/distance criterion. The teacher selection criteria listed here were presented to the administrator contact at each potential school site, and the administrator was asked to make recommendations of possible teacher participants in that school who fit the criteria, including being seen as a strong American history teacher (see Appendix B for documents sent to school administrators). From these thirty-six schools or divisions, nine teachers were identified by administrators as potentially being participant candidates who might meet the selection criteria, and permission was granted for the researcher to contact these nine teachers. The nine recommended teachers were then contacted to invite participation, to confirm history education credentials, to ascertain number of years of teaching experience, and to confirm that the teacher also asserted that he/she had a relatively considerable degree of curricular and/or pedagogic freedom in teaching American history (see Appendix C for documents sent to potential teacher participants). Of the nine potential teacher participants, four

chose to return the short selection questionnaire. One of those four teachers was identified as a novice teacher, and so was selected as the novice participant (Mr. King). The remaining three potential participants were all identified as experienced teachers, and all confirmed that they exercise curricular and pedagogic decision-making freedom. One potential teacher explained that her curriculum did not follow a traditional "unit" structure, but rather was organized around three major thematic (not historical chronological) through-lines during the school year. This participant was not considered further, since a discrete teaching "unit" could not be clearly identified to fit within a practical amount of time for the researcher to observe. Final selection of one experienced teacher (Mr. Teller) from the remaining two potential participants was decided by how their teaching schedules and unit dates would allow the researcher to be able to observe a full teaching unit for both the novice and the experienced teacher at separate times during the school year. See Appendix D for the protocol for site and participant selection.

Methods. The data collection methods included, for each participant teacher: 1) one introductory interview; 2) classroom observations of each lesson within a discrete American history teaching unit; 3) three in-depth retrospective interviews; 4) purposes tracking worksheets; 5) purposes maps; and, 6) classroom artifacts related to the lessons and to student work during the unit. The type and number of instances of each data collection method are in keeping with previous studies; other studies' methods can be referenced, as detailed earlier in Table 2.1, to note this alignment. See Table 3.1 for more details about the number and type of each data

Table 3.1

Data Collected for Each Participant

Data Type	Novice Participant	Experienced Participant
Initial Interview *(transcribed)*	1 one-hour interview	1 one-hour interview
Classroom Observations *(transcripts of video-recordings and researcher's observation field notes)*	17 lessons, each 40-50 minutes	15 lessons, each 50 minutes
In-depth Retrospective Interviews *(transcribed)*	3 two-hour interviews	3 two-hour interviews
Purpose Tracking Worksheets	3 from participant; 3 from researcher	3 from participant; 3 from researcher
Purposes Maps	3, created after interviews	3, created after interviews
Classroom Artifacts	Unit overview; Lesson plans and handouts for each lesson; Powerpoint presentations for each lesson; Student daily homeworks; student daily warmups; student speech/thesis projects; student final unit tests	Unit overview; Handouts for each lesson; Powerpoint presentations for each lesson; Student daily homeworks; student song projects; Student final unit tests; Student final thesis papers

collection method for each participant; each of these methods is discussed in greater detail in the next sub-sections. Since the specifics of these observations and subsequent in-depth interviews were new for me as a researcher, I practiced these procedures (introductory interview, one observation and one in-depth retrospective interview) with a

teacher in my school prior to the actual study with the participant teachers, to review and fine-tune my protocols and questions.

Introductory interview. Using interviews as a method for a researcher to explore teacher thinking about decision-making is common in the field (Marri, 2005; van Hover & Yeager, 2007; Wilson & Wineburg, 1988; Wilson & Wineburg, 1993; Wineburg & Wilson, 1988). In this study, the introductory interview served two major functions. First, it helped establish rapport (Stake, 1995) between the researcher and participant. Second, and more importantly, it provided critical additional data related to the teacher's background, and the class, course and school context, as well as data related to the teacher's purposes for the upcoming unit as planned. This initial set of purposes data was instrumental in providing me with one initial, potential framework for interpreting the class periods I was about to observe, and for providing me with data about the teachers' purposes as intended prior to any teaching reality or emergent circumstances while teaching. The initial interviews for both teacher participants took place at the teachers' convenience in scheduling, during the week prior to the first observed class period, and at the teachers' requests, took place in their respective classrooms. This initial interview, therefore, also gave me an additional opportunity to explore the physical layout of the classroom and determine where best to situate myself and the video camera during observations. The interviews were audiorecorded; the transcriptions of the interviews were then additional data sources included in the analysis process. The plan for these participant interviews followed what Yin (2009) describes as "guided conversations rather than structured queries….[characterized as] fluid rather than rigid" (p. 106). In developing a relationship of trust and rapport (Stake, 1995) between the participants and

researcher, it was important to me that the participants felt that they were part of a relaxed, semi-structured conversation and not a set of rapid-fire interrogatories. I came prepared with questions that I planned to weave into those conversations. It was then my responsibility as the interviewer to keep my questions in mind, while still allowing for the natural flow of conversation. See Appendix E for the questions framing the introductory interviews.

Classroom observations. Most studies about teacher decision-making and thinking "construct knowledge through analysis and interpretation of information provided by teacher practitioners" (Day et al., 2012, p. 6). Kennedy (2005) provided a model for using classroom observation in conjunction with discussions with teachers about their rationales for actions. With these models and guidance in mind, I observed and videorecorded all of the class periods of each teacher's entire teaching unit in American history. As Kennedy (2005) did, I kept the videorecording focused on the teacher's actions (or inactions), materials used, choices of activity structures (Stodolsky, 1988), and speech acts conducted (or choices not to speak); it was the teacher's actions that most visibly showed the teacher's decision-making made manifest. Using a tripod-mounted videocamera, I recorded most of the time from the back of the classroom, keeping the teacher in view as much as possible (Kennedy, 2005). The exceptions to videorecording from this static location occurred whenever the teacher moved out of the classroom; during those occasions, when students were working in groups in various locations in the hallway or other rooms, I carried the tripod and videocamera to each location to follow and record the teacher. The physical layout of the classroom was noted in advance of the observations to determine the best location for the videocamera,

attempting for the equipment to be as unobtrusive as possible (Kennedy, 2005). The purpose of the videorecording was to provide the video data for our later shared retrospective interview, and the transcription of the observed class period was also used for my own continued reference throughout data analysis. See Appendix F for my classroom observation protocol.

I also kept field notes throughout each observation (Appendix G), creating a broad-strokes outline of the main activity structures (Stodolsky, 1988) of the class period as observed, and specifically noting teacher decisions of interest, tied to time codes throughout the observation. Through this method, I was able to follow in real time what Kennedy (2005) was trying to accomplish in pre-screening the video, noting potential episodes of interest to discuss at the subsequent interview. Previous studies define class periods as consisting of observable "chunks" of time, labeled as different types of activity segments (Stodolsky, 1988). During the observation, I noted at corresponding time codes on my observation field notes sheet, the beginning and ending of activity segments with descriptions of what those activities looked like (format, materials, participants, expectation of student task, etc.). These segments, as the organizational structure of teaching periods most in congruence with how teachers think about planning their lessons (Stodolsky, 1988) provided important windows into the teacher decision-making and purposes at work influencing them (Stodolsky, 1988). My observation field notes served three purposes: 1) the creation of an outline of the different activity structures utilized in the class period; 2) the highlighting of moments of interest to discuss in interviews; and, 3) the tracking of my initial impressions. The notes allowed me to create an activity structures outline immediately following the observation, as data

that I was able to have the participant teacher member check prior to the shared interview. This agreed-upon outline, showing when each activity segment began and ended, helped make sure that the participant and I were "on the same page" about the content and flow of the observed period before we watched the video together. The notes also allowed me to indicate moments of interest that I wanted to make sure the teacher and I discussed during the video-watching interview. With this method, I drew from Kennedy (2005), who supplemented the participant's identification of moments of interest with her own, as the researcher, to probe the observation to exploring the teacher's purposes. The notes also provided me with a means to track my initial impressions about the teacher's purposes, prior to hearing what the teacher himself professed were the purposes at work in that particular class period.

Of all of these observed and recorded class periods (17 for the novice teacher and 15 for the experienced teacher), three specific class periods for each teacher were selected for use during the participant-researcher shared video-watching interviews. The total number of periods to be observed was divided into three intervals; at the end of each interval, I selected one period as most worthwhile to more deeply analyze with the teacher. This selection was based on data from the class period outlines and my field notes; the class period with the greatest variability of activity structures and instances of teacher responses to emergent circumstances was the one selected; later selections in the unit were also determined to provide a variety of activity structures to analyze across the entire unit. By observing a variety of activity structures and classroom circumstances within the unit, I was able to collect and analyze data for patterns, consistency or shifts of purposes, both within and across different structures, since the variety of different

learning formats creates the overall student learning experience. By observing different aspects of the teaching process within a unit, I was able to maximize my understanding of how each teacher accounted for his choices among purposes during the range of scenarios present in each teaching unit. What was constant among the observed class periods was the overall unit content/focus, with the same teacher and same students. How the teacher's purposes influence decisions during different activity segments within the teaching of the unit was an important aspect of the characterization and categorization of the data collected.

In-depth retrospective interviews. The protocol for this data collection method drew from aspects of both Kennedy's (2005) and Aguirre and Speer's (2000) studies. Having the researcher and teacher participant watch the class period videorecording together, pausing to discuss moments of interest, formed the center of Kennedy's (2005) methods to draw out teachers' purposes as operational throughout the observation. In this study, the researcher and each participant sat together for three in-depth interviews, with each interview focused on watching and discussing a video from a class period. As the researcher and participant watched the selected video together, we paused frequently for discussion, exploration and questions at the beginning and ending of each activity segment, as well as at key moments that either the researcher or the teacher speculated may reflect shifting or consistent purposes. Both the researcher and the participant paused the video at any time to identify or question shifting or consistent purposes at any given moment. Kennedy's (2005) interview questions, used to probe for the teacher's explanations of decisions (subject matter and classroom-related) at key moments in the observation, were created with great sensitivity to making sure that they did not pass

judgment on, or influence, the participant's responses, and served as the basis for the questions posed in this study. My analysis of the data gathered from the interviews (transcriptions of audio-recording of each interview session) were central towards providing answers to my research questions, both from what the teachers stated as their purposes, and from what I ascribed to the teachers as purposes that I saw at work (Aguirre and Speer, 2000). These analyses were used, in conjunction with the Purposes Tracking Worksheet discussed in the next section, to create a finely-detailed map (based on Aguirre and Speer, 2000) of the teacher's purposes within and across activity segments and emergent responses throughout the lesson. It is worth noting that a strong sense of data saturation emerged by the time we reached the third deep retrospective interview for each teacher. Even though the third selected lesson included different activity structures and experiences than the previous two lessons deeply analyzed, the themes, purposes, tensions and decision-making influences described by the teacher were largely repetitions of the themes and purposes raised in the previous two interviews. The third interview for each teacher participant included far fewer researcher- or participant-chosen pauses of the video and far fewer explanations of repeated choices, since that ground had already been covered repeatedly in previous interviews. See Appendix H for details of the protocol followed during each of these in-depth video-watching interviews lasting approximately two hours each.

Purposes tracking worksheets. The data on the completed Purposes Tracking Worksheets (see Appendix I), along with the data from the interview transcripts, was analyzed for patterns, and for the creation of a detailed map of the teacher's purposes (see next section for more detail). Time codes from the worksheets were matched to the

corresponding times on the observation videorecording to indicate the classroom experiences that led to a purpose shift, beginning or ending. The information gathered from the Purposes Tracking Worksheets, in conjunction with the teachers' discussion during the interview, formed one of the study's primary data sources, as it reflected the teachers' "professed" purposes (Aguirre and Speer, 2000).

Purposes maps. The data from the Purposes Tracking Worksheets and from the interview transcripts were utilized by the researcher to create three detailed maps of each teacher's purposes, continuing or shifting (Aguirre and Speer, 2000) – a separate map for each period watched and discussed in the in-depth interviews for each teacher (see Appendix I for documents related to tracking and mapping purposes, including a sample purposes map that was brainstormed as a possible model for showing teachers' purposes. Please note that this model was later adjusted, based on the data collected and analyzed, and the resultant purposes map layout and format changed slightly to accommodate the findings of more than three or four purposes at work for each teacher. See Appendices K and M – referenced in greater detail in Chapter 4 and Chapter 5 – for the format used in the final purposes maps). These maps combined teacher-professed data (from Purposes Tracking Worksheets and interviews) with the researcher's attributions of what was driving teacher decision-making during the observed class period. The resulting three Purposes Maps for each teacher were central to later analysis of patterns within and across different activity structures and responses to emergent classroom situations.

Classroom artifacts. I also asked the teacher to share with me copies of lesson plans for all of the observed class periods, as well as any curricular materials used. My analysis of purposes at work in the content and use of these materials was an important

additional component, since the ways that history teachers choose to create and use curricular materials can offer great insight into the teacher's purposes for the selection and design of activity structures within the class period (VanSledright, 2011; Wilson and Wineburg, 1988). I also asked each teacher to provide me with copies of all student work submitted throughout the teaching unit (homework, class assignments, projects, tests, etc.), and to include teacher feedback and received grades whenever possible on the copies of student work given to me. Student outcomes also were assessed based on my observation notes and teacher reflections about student participation, and outcomes related to classroom purposes and subject matter purposes (e.g., teacher's accounting and descriptions of increase in student engagement, or broader distribution of student participation in discussions, if these were classroom-related purposes espoused by the teacher). I did not create a separate measure of student outcomes for this study, since the identified student outcomes stemmed directly from the teachers' identified driving purposes for that particular teaching unit.

Connection to research questions. For an overview of the research questions and connected data sources, see Table 3.2 on the next page. Each research question was addressed through analysis of multiple data sources from the various data collection methods listed here, and each data source served to help multiple research questions in this study.

Triangulation. The combination of methods selected for my study (document analysis, interviews and observation) were not only present in many other studies that seek to explore teachers' purposes for history education (Aguirre & Speer, 2000; Kennedy, 2005; van Hover & Yeager, 2007; Wineburg & Wilson, 1988), but were also

designed to create opportunities for triangulation. As described by Stake (1995), triangulation is important in qualitative research to show greater support for the conclusions drawn by the researcher. My study design was intended to provide for methodological triangulation (Stake, 1995) through the utilization of document analysis, interviews and observations to draw out and analyze the teacher's purposes. I also used member checks at key points along the timeline of data collection and data analysis (see Table 3.3) to "also help triangulate the researcher's observations and interpretations" (Stake, 1995, p. 115).

Data Analysis and Write-Up

The data analysis in this study, both within each case and in comparing the two cases with each other, occurred in three different stages (Bogdan & Biklen, 2007): 1) initial analysis while still in the field during data collection; 2) post-field initial reading and development of codes; and, 3) post-field secondary analysis and coding of data. Each of these stages was meant to help me, as the researcher, keep an open mind to what I was seeing, reading and hearing, and help me look within, and across, the different data sources. During data collection, my researcher's journal (Bogdan & Biklen, 2007) was the primary locus of my initial analyses. This journal was kept electronically, and flowed chronologically, as I observed, interviewed, took notes and reflected, in an ongoing manner, on the data I was collecting. As a heading at the top of each page in the electronic journal, I kept the advice given by Bogdan and Biklen (2007) to utilize the journal for several purposes: noting strong feelings from something that I witnessed,

Table 3.2

Research Questions and Connections to Data Sources

Research questions addressed	Data source(s)	Description
What subject matter and classroom-related purposes influence the classroom decision-making of a novice American history teacher and an experienced American history teacher?	Transcript from introductory interview	Teacher's opening thoughts about subject matter and classroom-related purposes.
	Transcript from observation video and observation fieldnotes	Teacher's practice in action reflecting subject matter and classroom-related purposes.
	Transcript from in-depth interviews	Teacher's descriptions of subject matter and classroom-related purposes at work within and across activity structures, in response to planned and emergent circumstances.
	Purposes Tracking Worksheets	Teacher's list of subject matter and classroom-related purposes
	Purposes Maps	Researcher's analysis of present, paused or discarded purposes, drawn from other data
	Classroom artifacts	Teacher's choices of activity structures, lesson materials and student assessments reflecting purposes
What patterns in a teacher's purposes emerge in the teaching of an entire American history unit or within and across the different activity structures utilized in	Transcript from observation video and observation fieldnotes	Researcher's analysis of shifting patterns within and across activity structures and emergent circumstances in the classroom
	Transcript from in-depth interviews	Teacher's accounting of why different purposes were chosen at different moments during class periods

the unit?	Purposes Tracking Worksheets	Teacher's accounting of different purposes at work during different moments during class periods
	Purposes Maps	Researcher's analysis of patterns of purposes within and across activity structures throughout the unit
	Classroom artifacts	Teacher's choices of activity structures, lesson materials and student assessments reflecting patterns of purposes
What relationships can be found between a novice teacher's navigation among purposes and desirable student outcomes? What relationships can be found between an experienced teacher's navigation among purposes and desirable student outcomes?	Transcript from introductory interview	Teacher's opening thoughts about subject matter and classroom-related purposes.
	Transcript from observation video and observation fieldnotes	Teacher's practice in action reflecting subject matter and classroom-related purposes.
	Transcript from in-depth interviews	Teacher's accounting of why different purposes were chosen at different moments during class periods
	Transcript from observation video and observation fieldnotes	Teacher's practice in action reflecting subject matter and classroom-related purposes.
	Transcript from in-depth interviews	Teacher's descriptions of subject matter and classroom-related purposes at work within and across activity structures, in response to planned and emergent circumstances.
	Classroom artifacts	Teacher's choices of activity structures, lesson materials and student assessments reflecting purposes

What differences can be found between a novice teacher's navigation of purposes and an experienced teacher's navigation of purposes?	All data sources listed above	All data above compared across the two cases

Table 3.3

Summary of Member Checking Plans

Member check process	When process occurred in study
Participant teacher was asked, via email, to member check outline of activity structures within each observed class period, for accuracy.	During data collection - between each observation.
Participant teacher was asked, via email, to member check the three researcher-created Purposes Maps	During data analysis - after all observations and interviews have been transcribed and maps created
Participant teacher was asked, via email, to member check the transcripts of the observations and interviews for accuracy	During data analysis – after all observations and interviews have been completed and transcribed

making connections between different data points, memoing to myself about themes or patterns that emerged while immersed in the data collection, posing questions or wonderings to myself based on what I am encountering, and playing with analogies and metaphors to put imagery to my thoughts and reactions. The notes and journaled memos allowed me later, during the analysis stage, to capture real-time interpretations of my own, rather than relying solely on post-fieldwork analysis. It also began transcription of the interviews after each interview was completed, so that any ideas or questions that occurred to me in reviewing the interview data were able to be brought up during the remaining interviews.

When the fieldwork was completed, I moved to the post-field analysis stage. The first step at this stage was to complete transcribing all of the data, including the classroom observations and participant interviews, and to enter those transcripts, along with the completed Purposes Tracking Worksheets, Purposes Maps, lesson plans and classroom

artifacts into Atlas.ti software. I then began a systematic reading of all of the data, and began to develop a list of codes that "represent…topics and patterns" (Bogdan & Biklen, 2007, p. 173) that I saw in the information. Through a constant comparative process (Corbin & Strauss, 2015), my codes were developed and refined based on patterns, common and divergent themes, topics and ideas that emerged as I read through all of the different data sources. While I had some initial ideas of potential codes that would specifically address my research questions, I was also open to the emergence of additional codes as I understood and made connections during repeated reviews of the data. Some anticipated codes stemmed directly from my research questions, including data related to aspects of the teacher's purposes (subject matter, and specific codes related to how history is taught/presented by the teacher, curriculum mandates, student achievement in the discipline, etc.; classroom-related, and specific codes related to components of classroom-related purposes such as student learning attitudes, classroom norms, questioning, time allotment, student participation, behavioral concerns, etc.; prioritization of one purpose over another, emergent circumstances, etc.). I ended this stage of data analysis with a list of initial codes (Saldaña, 2012; Corbin & Strauss, 2015). The list of codes (see Appendix J) was placed in an order so that sub-categories of codes were listed underneath the more general parent code (Bogdan & Biklen, 2007).

After I developed this initial set of codes, I returned to the data to apply the codes to specific blocks of texts or elements of the data sources. The first step was the application of an "activity structure" (AS) code to each block of time from the observation transcripts. This coding later allowed me to note co-occurrence of thematic/purposes-related codes and particular activity structures that occurred during the

lessons. Next, I applied codes to the main data sources – the preliminary interview, the observations, video-watching interviews, Purposes Tracking Worksheets and Purposes Maps. When coding the observations, I focused my analysis on the teachers' actions (speech, physical, attention, etc.) within and across activity segments and emergent classroom situations. When coding the interviews, I focused my coding on the teacher's accounting and explanation for his/her decision-making. Finally, I coded the documents from the interviews and the classroom artifacts. As I applied codes to the text blocks in the data sources, slight adjustments to coding terms were made to better designate and describe the data underneath.

Once all of the data was coded, I returned for a review of all of the information collected, looking for codes that appeared more frequently or in particular patterns, in relation to particular activity structures or classroom circumstances, or with particular emphasis. I also looked for opportunities to triangulate themes and similar coding across the different data sources. If a code appeared to be emphasized in the teacher interviews, and I found that code to be applicable in the observation transcript as well as in the purposes map, I noted that pattern or theme to be well triangulated, supported among multiple data points. I then looked at codes with similar themes and refined those codes by renaming them and combining them into larger categories (Saldaña, 2012). These larger categories were examined for relationships with each other, and out of those categories' relationships emerged the themes and components of the findings and theories presented in the coming chapters (Saldaña, 2012). For a list of the initial codes, and subsequent combined larger categories, see Appendix J.

As I continued through coding, categorizing and data analysis, I also kept in mind Bogdan and Biklen's (2007) suggestion for researchers to "play with metaphors, analogies and concepts" (p. 169). After coding each different data source, I memoed myself regarding potential metaphors to represent what I was seeing in the data I had collected. Beyond literal thematic terms and phrases for coding, a symbolic or metaphorical representation of what I saw in the data helped solidify, clarify and focus my interpretations. I then tried to extend those metaphors to the next set of data as well, and adjusted as necessary.

My approach to data analysis matched that presented by Stake (1995) when he stated that "the search for meaning often is a search for patterns, for consistency, for consistency within certain conditions" (p. 78) and that "two strategic ways that researchers reach new meanings about cases are through direct interpretation of the individual instance and through aggregation of instances until something can be said about them as a class. Case study relies on both of these methods" (p. 74). The search for both patterns and areas of individual uniqueness guided my analysis; I agree strongly with Yin's (2009) caution to researchers that "developing a rich and full explanation or even a good description of your case, in response to your initial 'how' or 'why' questions, will require much post-computer thinking and analysis on your part" (p. 128).

Following data analysis, I proceeded to the write-up of my findings, based on my interpretation of the data. A key interpretation question that I found important was described by Bogdan and Biklen (2007): "What are the implications of my findings for practice?" (p. 197). While I might have found my study interesting, in and of itself, that does not automatically mean that this case study is equally important or interesting to the

field of research on history education. It is my responsibility to show in this report why my findings are important and contributory to the field. I concur with the principles set out by Stake (1995) that "qualitative research tries to establish an empathetic understanding for the reader, through description, sometimes thick description, conveying to the reader what experience itself would convey" (p. 39) and that

> to sharpen the search for understanding, qualitative researchers perceive what is happening in key episodes or testimonies, represent happenings with their own direct interpretation and stories (i.e., narratives). Qualitative research uses these narratives to optimize the opportunity of the reader to gain an experiential understanding of the case. (p. 40)

In the descriptions that I provide in this final report, I strive to let the participants' voices speak loudly, and then to clearly delineate the interpretations, analyses and connections that I found within their voices.

Summary

In this chapter, I have presented an overview of my epistemological stance and have discussed how that outlook has influenced my choice of study design. I then detailed that research design, including the criteria for site and participant selection, detailed descriptions of my data collection methods, and the connection between those methods and my research questions. I concluded with details of my data analysis plan and the write-up of the study. I believe that the research design laid out in this chapter helped provide rich, meaningful data in exploring my research questions.

All of the studies listed in this paper, as well as the study conducted here, share an underlying premise: that investigation into teachers' purposes is a worthwhile endeavor,

and that exploring the characteristics of the "intentional teacher" (Slavin, 2011) is paramount for a deeper understanding of ways to improve student learning outcomes. The data and analyses of these studies point to several benefits that can come from studies of various aspects related to teachers' purposes, including: a deeper understanding of an aspect of teacher mindset which can influence teacher decision-making in the classroom (which in turn has a direct impact on the kinds of learning experiences that students have); and a more thorough picture of what kinds of *a priori* teacher mental construct components any effort at professional development or reform will have to work with, or counter, or help novice teachers move towards in their journey of gaining experience as a history teacher. The coming chapters will present my findings from each of the participants in this study and describe implications for history education in comparing a novice and an experienced American history teachers' purposes.

Chapter 4: Findings – Matt King (Novice Teacher)

Matt King never sits down. Amidst the ever-present din of active middle-school boys' chatter, questions, horseplay and everyday school life, Mr. King acts as the constant juggler, moving from student to student, activity to activity, lesson to lesson. Mr. King works hard, keeping multiple balls in the air at all times - watching, responding, anticipating, planning and adapting regarding all of the actions and interactions in his classroom, working tirelessly (even if not always completely successfully!) to prevent any of the balls from dropping. As a middle-school social studies teacher at St. Xavier Academy, Mr. King puts tireless effort and energy into his teaching, focused on the hope and belief that he is making important contribution to the lives of the boys in the school, helping them "know that… [they] are appreciated and that… [they] have a place to go back to no matter what" (Interview, King, 1/13/15).

Setting

St. Xavier is an independent, tuition-free Jesuit school for boys in grades 6-8 located downtown in a mid-sized East Coast city. The school's stated mission is to provide a private school environment where "middle school boys from low-income families… [can] transform their lives through education" (www.XXXXX.org). Recently having moved to its current location in a beautiful former Catholic elementary school building on the corner of a revitalized downtown residential neighborhood, St. Xavier attracts students from across the city's different neighborhoods. All of St. Xavier's students come from low-income families, and most of the students are African-American, with a few Hispanic, Asian and white students enrolled as well. Students and families choose to apply to St. Xavier because of its success record in the community, with tales

of alumni whose high school successes defy the dropout rate in the city's public school system. St. Xavier has built up a word-of-mouth reputation "that the boys come here, eventually turn into men, and have good stories behind them" (Interview, King, 1/13/15). This track record for success, along with the tuition-free private school experience provided, compels families and students to choose the school's demanding structure, which includes a 7:30am-5:00pm school day, eleven months of the year.

The community and camaraderie of the boys at St. Xavier is evident throughout the building. Even with their khaki slacks, blue button-down shirts and navy ties (the 8th graders choose their own special class tie, often a bow-tie), the students nonetheless exhibit typical middle-school group behaviors. Between class periods, the brightly lit but compact hall areas are noisy and filled with bustle and movement. Students are loudly conversing across each of the three floors' vestibule areas, and up and down the staircases, about the basketball game after school, or the hometown football game from the previous weekend, or about the homework from the previous class. They share earbuds as they listen to the latest music. Teachers weave in and out of the moving groups of students as the students stop by their lockers, toss a ball across the hallway, or ask about something special in the schedule for the rest of the day. Teachers talk to individual boys about something from class, about an upcoming sports game, or about a discipline issue from earlier in the day. One administrator's small dog – a brown and black terrier - can be seen scampering through students' legs outside of its owner's office, and the students chase and call after him. Signs on the hallway walls cite inspirational messages about reaching and finding success in life, while others advertise applying to local Catholic and secular private high schools.

As the bell rings to begin the next period, the jovial camaraderie and friendly noise of carries over into Mr. King's 8th grade U.S. History classroom. Inside Room 304, it is generously spacious and bright, with tall potted plants dotting the terrain of several small clusters of 3-4 large student desks each, spread out across the room. Large windows at the far end and along the back wall provide views of the tops of neighboring buildings, and copious natural daylight, despite the waning hours of the winter afternoon, pours into the room. The students enter, continuing their hallway conversations, moving to take seats in comfortable swivel chairs accompanying each student desk, and open the individual laptops they carry with them. A charging station with additional laptops sits along the near wall as they enter. Of the eleven boys in this section, ten are African-American and one is middle-eastern. All of them bring into the room energy, banter, questions, jokes and friendly physicality. Eleven new balls, each with its own unique character, needs, demands and desire for attention, have just jumped into Mr. King's already-juggling arms.

Teacher Participant: Mr. King as a Novice, Growing Teacher

Mr. King's calm demeanor and slight smile belies the multi-tasking he is doing during this transition time as class begins. He is, all at once, finishing quiet conversations with the students from the class he just finished, reminding the entering students to put their homework assignments in the homework bin near the classroom door, directing the students to open up their "Do Nows" - the standard warm-up question found on a shared online document to set the stage for each lesson in his classroom. Despite the fact that the course is already at the halfway point in the school year, and students seem familiar with routines, the reminders from Mr. King seem to help keep them moving on their appointed

tasks. Throughout all of this, Mr. King is also touching base with individual students, giving private behavior or seating reminders before class formally begins, fixing a student's laptop problem, and calling up today's lesson via the teacher's laptop at the front far end of the room so that the main lesson components can be displayed on the classroom LCD projector. Boys joke, fist-bump and casually chat with Mr. King; sometimes he responds in kind, as he deliberately paces around the room, sometimes he redirects them to get to work on the Do Nows, and sometimes he chooses to ignore the background chatter and look around, assessing the status of the class as a whole, and of each individual student.

Dressed similarly to the students, hands often in the pockets of his khaki pants, a blue button-down Oxford shirt and colorful tie, the clean-shaven Mike King in his mid-twenties can appear to be the older (though Caucasian) cousin to the young teenage students in the room. In his third year of teaching, Mr. King has worked only at St. Xavier since his graduation from a Catholic university with a B.A. in a joint major program combining Secondary Education and History coursework. Self-reflective about the professional growth that he has experienced already as a novice teacher, Mr. King knew that he was looking for his teaching career to begin in a school in "an environment where I could critique, get critiqued, and critique my own teaching" (Interview, King, 1/13/15). The religious, helping mission of St. Xavier also appealed to Mr. King, who himself had been educated through the Catholic private school system. Nearing college graduation, he had been focusing his job search on opportunities to work in more communal service types of teaching experiences; when the email about an opening at St. Xavier appeared in his inbox, Mr. King felt the connection was fated: "It's like I found

my way here" (Interview, King, 1/13/15).

While Mr. King acknowledges the learning he gained from his history studies in college and from his secondary education courses in college, he feels that his joint major program did not help guide him in how to teach history: "I really only had maybe one or two classes that connected history and education" (Interview, King, 1/13/15). It was left to the mentor-teacher from Mr. King's undergraduate student-teaching experience to help him weave together the study of history itself with methods for teaching history in the classroom. Whether borrowing the idea and format of the "Do Nows" that begin each lesson, or replicating the example of using polite, quiet patience to regain management of an unruly classroom, Mr. King actively makes use of the techniques and teaching priorities he learned from his mentor-teacher. Mr. King continues to see his mentor as a help and guide in his teaching today, "trying to keep in touch" with him frequently (Interview, King, 1/13/15).

Mr. King also acknowledges other major influences in his life leading him to a love for history and teaching. Working as a sports coach at summer camps while in college, Mr. King found enjoyment in working with and guiding children. Learning from his own high school government teacher, Mr. King found an interest and passion for history and its connections to the world today, and for the critical role that a teacher can play in the growth and development of young people. Mr. King seeks to replicate in his classroom what influenced him to love his own history class and teacher:

> I can always just think back to… how much I learned from that class, but the teacher, I think, was just so caring and understanding…. Just the way he taught was interactive and engaging. (Interview, King, 1/13/15)

Mr. King's high school teacher provided him with two important examples to model a successful teaching career: developing a warm student-teacher relationship, and creating an interactive and engaging classroom environment. The caring, mentoring relationship that Mr. King felt with his teacher is what he hopes now to provide to his students at St. Xavier. Above and beyond any particular history knowledge or thinking experience, Mr. King recognizes the role he can play as part of the faculty community at St. Xavier. "What I've been a part of, is creating this brotherhood in which these young men will be able to keep forever, have as a spot where they can always go to for help" (Interview, King, 1/13/15). Mr. King is also keenly aware that he plays this role as a white teacher in an almost-exclusively African-American school, and that his close, caring relationship with the students allows him, despite the racial difference between them, to yet facilitate important conversations about history, race, identity, culture and connections to current events. Mr. King reports that he tries to find ways, in some teaching units, to focus on the African-American experience during that time period, and to help provide his students with a multiplicity of perspectives on the racial and cultural components of American history.

Mr. King learned from his own teacher, however, that a close student-teacher relationship is not the only important component of a successful classroom environment; he believes, based on his own experiences in high school, that students still need to be actively and personally engaged in the subject matter and in the learning activities to create meaningful history learning. Citing his feeling about himself that "I can't really sit still for that long and I know that these guys can't sit still at all," Mr. King came to the beginning of his teaching career committed to creating learning opportunities involving

movement, interaction, personal connection and active engagement (Interview, King, 1/13/15). He works to plan lessons in advance, and to adjust his teaching in the moment, to account for, and respond to, students' level of attention and engagement in the lesson activity.

While primarily a social studies teacher for 7th and 8th grades, Mr. King also has responsibilities in teaching reading classes, being an advisor, and coaching the school's wrestling team. These multiple touchpoints with the boys, throughout academic, athletic and social aspects of their St. Xavier experience, provide Mr. King with a deep sense of all that St. Xavier can provide to students who are ready to embrace the school's mission. He is focused on students every minute of every long school day at St. Xavier, thinking about individual students' needs and the needs of the group as a whole, committed to helping guide them along their paths to growth and success.

Mr. King's Eighth Grade History Course / Government Teaching Unit

Students at St. Xavier study world history in 6th and 7th grades, and then spend 8th grade studying early American history. When Mr. King was assigned to teach the course, he was handed an overall outline that the previous teacher had used, but was essentially told, "You can do whatever you want'" (Interview, King, 1/13/15). "I was basically thrown in here," Mr. King reflected (Interview, King, 1/13/15), and has had to create his own curriculum, having been given complete curricular freedom in determining the content, focus and approaches for the course.

Taking the students from colonial America, through the roots and realities of the Revolutionary War, Mr. King's 8th grade American History course then explores the founding ideals and structure of the U.S. government and Constitution, connecting those

concepts to the way that modern federal, state and local governments function today. The course concludes with units about the build-up to and experiences of the Civil War. Taught to help students gain basic factual knowledge and literacy about early U.S. history, Mr. King's course also seeks to push students to be able to "connect the past, in this case the past of the United States, with their own life" (Interview, King, 1/13/15) and to ask important questions about why events may have happened the way they did. Making connections, and being curious enough to ask deeper questions are all part of Mr. King's critical thinking goals for his 8th grade U.S. History students.

The teaching unit being observed is the mid-year focus on the origins of the federal government, U.S. Constitution, and primarily the Bill of Rights. The government origins unit focuses on the founders of the Constitution, and the influences that led them to the ideals they incorporated into the American federal government system. It seeks to expose students to the branches of government and the underlying system of checks and balances. The unit also includes a parallel study of the state's legislative process, with its similar checks and balances and branches, and culminates in a capstone student project. At the end of the unit, the 8th grade students travel to the state capital city, visit with the school's elected district representative to the state legislature in the Capitol building, and deliver their own personally-written argumentative speeches focusing on the merits or drawbacks of a particular bill currently up for discussion on the state's legislative docket. Through a long relationship between St. Xavier and the district's elected representative, the 8th grade boys come each year to put themselves, as much as possible, into the law-making process of their state. This project allows the students to connect the ideals and characteristics of the federal government that they have been studying to the real day-to-

day actions involved in government today.

The teaching unit takes places over a six-week period from mid-January to early March, taught over 17 individual lessons, averaging 45 minutes per lesson. The goals for this unit can be divided into ones related to factual content, conceptual understanding, and writing/speaking skills. Mr. King wants his students to know the "basic vocabulary associated with civics – amendment, bill of rights, checks and balances, executive, legislative, and judicial branch" (King, Unit Overview, p. 2) as well as the process of how a bill becomes a law and the major content of the Bill of Rights. Throughout the unit, the students build their persuasive writing and speaking skills, including the development of a thesis paper, by creating their "bill speech" which is delivered during their capital city field trip. By the end of the unit, students should also to understand "why we have the government we have today… how it started and why it was created and who influenced it" (Interview, King, 1/13/15), both for the federal government and for the state government.

Mr. King helps his students work toward reaching these unit goals through a variety of lesson activities. Videos, games, partner activities, individual thinking, writing and research work, class discussions, written homework assignments and mini-simulations all form the activity types and activity structures around which each lesson is planned. A priority for Mr. King in his lesson planning is that the students are kept meaningfully busy, and that they are "creating some kind of energy in the room" (Interview, King, 1/13/15). Balancing, managing, directing (and re-directing) that energy to the lesson's goals then becomes Mr. King's primary task.

Mr. King's Subject Matter and Classroom-Related Purposes, Across All Observed Lessons (Research Question 1)

Through the 17 observed lessons in this unit, the long video-watching interviews with Mr. King, and the resultant purposes maps created based on the video-watched lessons, a clear sense comes through of the underlying purposes that drive Mr. King's decision-making in the classroom. These underlying purposes can be categorized into three areas: 1) history learning purposes (subject-matter purposes, aimed at particular goals for students' understanding of history specifically); 2) purposes for student personal growth (classroom-related purposes, which could be found in any subject's classroom); and, 3) purposes for managing his classroom (additional classroom-related purposes, also possibly present in the teaching of any subject). This section will describe these purposes, as evident throughout and across the entire teaching unit; later sections in this chapter will address how these purposes intersect with each other as Mr. King navigates among them.

Mr. King's history learning purposes. The major history learning purposes that guide Mr. King's decision-making are: 1) providing factual history knowledge; 2) developing students' historical critical thinking skills; and, 3) making history relevant. These coding categories within history learning purposes were developed through repeated data analysis, as initial codes were refined and merged through analysis of linkages, to formulate larger categories and themes (See Table 3.9 in Chapter 3). Mr. King's multiple history learning purposes shift and build upon each other, depending on the situation in the classroom. Factual history knowledge is the foundation, critical thinking helps build from the foundation to expand understanding, and relevancy tops it

all off for pointedness and connection.

Mr. King's history learning purpose #1 – factual history knowledge. Mr. King's teaching style and the decisions he makes throughout teaching this unit showcase his additional priority for making sure his students have the basic underlying factual knowledge about the historical event or time period being studied. Most (10 out of 14) of the "Do Now" questions posed at the beginning of each lesson ask the students to recall, research or assimilate factual knowledge they may have read, discussed or been lectured about in previous classes (see Table 4.1)

Table 4.1

Mr. King's "Do Now" Topics and Researcher-Designated History Learning Purposes

Lesson Number	"Do Now" instruction details	Researcher-Designated History Learning Purpose
Lesson 1	Define democracy and republic	History Factual Knowledge
Lesson 2	In your own words, create a definition of government. Then use it in a sentence.	Critical Thinking
Lesson 3	Define democracy.	History Factual Knowledge
Lesson 4	Describe the process of a bill.	History Factual Knowledge
Lesson 5	What was the enlightenment?	History Factual Knowledge
Lesson 6	Give examples for each of the three branches of government.	History Factual Knowledge
Lesson 7	Create an idea of a law that should be implemented at our school.	Critical Thinking
Lesson 8	*no "Do Now"*	
Lesson 9	How many districts are in our state? Who is the delegate who will be hosting us in the capital city?	History Factual Knowledge
Lesson 10	Describe the process of checks and balances`	History Factual Knowledge
Lesson 11	What is the bill of rights?	History Factual Knowledge
Lesson 12	Define amendment	History Factual

		Knowledge
Lesson 13	In a sentence describe one reason your bill should be passed or not	Critical Thinking
Lesson 14	*no "Do Now"*	
Lesson 15	*no "Do Now"*	
Lesson 16	Provide an example of supporting evidence to your thesis statement (1-2 sentences)	Critical Thinking
Lesson 17	Define republic and democracy	History Factual Knowledge

In addition to the "Do Nows" being an indicator of Mr. King's history learning purposes, evidence about his purposes can also be drawn from what he chooses to emphasize on assessments. The majority of the review work done in class in the lesson prior to the final unit test focuses heavily on reviewing the underlying factual information of the unit, including listing names and accomplishments of key figures, correctly identifying the powers of each branch of government, recalling data about districts and representatives in the state government, and describing the amendments in the Bill of Rights. Periodic short quizzes give Mr. King an opportunity to check that "all right, they know this definition. They know the three branches, [etc.]" (Interview, King, 1/13/15).

Factual historical knowledge is promoted in Mr. King's classes also by what he asks students to pay attention to during different lesson components, and by what he, as the teacher, continues to remind students about during lectures. In three different lessons, the students watch videos related to the day's topic, and in one lesson, state lobbyists come to speak to the students; the guided worksheets Mr. King provides for note-taking during these classes focus almost exclusively on noting factual information shared by the videos or by the guest speakers (see Figure 4.1 for an example of one such guided worksheet).

A More Perfect Union Flocab Video

1. Who first came up with the idea that we have natural, innate rights?
2. Who wrote the Declaration of Independence?
3. What philosophical movement inspired the Declaration of Independence?
4. Who drafted the Constitution?
5. What was a predecessor of the Constitution?
6. Locke and Jefferson believed that you can do what if the government doesn't respect your rights?
7. What document took power away from the states and gave it to the federal government?

Figure 4.1 Guided worksheet for Mr. King's Flocabulary video.

Mr. King frequently chooses to return to clarifying students' understanding of closely-related historical facts (for example, the definitions of democracy and republic), specifically explaining that it is important for him to make sure that students "not mix them up" (Interview, King, 3/10/15). By focusing his lesson choices, both planned and unplanned, on factual knowledge recall and clarification, Mr. King shows how important this purpose is in his history teaching.

Mr. King's history learning purpose #2 – critical thinking. Related to the relevancy of history is Mr. King's larger purpose of developing students' critical thinking skills. For Mr. King, a key component of helping students grow in their ability to analyze and interpret historical events comes with getting them to ask questions.

> I just want them to have questions about it [the history topic being studied]. Where did this come from? Why is it here? What would somebody use this for? Question why the government is run like it is…. Be curious about it. Be curious

> of why this is the way it is… Go beyond the basics to dig deeper about why something happened. (Interview, King, 1/13/15)

Mr. King particularly relishes the moments in class when students move to this critical thinking phase, when they take something they learned on a factual, surface level and ask the "why" question behind it. For example, Mr. King describes teaching in the previous unit about the end to the Revolutionary War via the Treaty of Paris, when a student realized that there was something deeper to learn about the fact that the treaty was signed in Paris. By asking "Why would we go to Paris for a treaty?" the student was utilizing the critical thinking/critical questioning approach that Mr. King hopes pervades more of the students' history learning (Interview, King, 1/13/15). Mr. King actively connects the concept of critical thinking to the asking of probing questions; one assignment asks students to "create critically thinking questions" to bring back to the rest of the class (Observation, King 1/27/15).

Mr. King's critical thinking history learning purpose is evident particularly in the nightly homework assignments given to the class. Mr. King would regularly use homework assignments as a vehicle for helping students develop their ability to analyze, ask questions and write arguments from evidence (see Table 4.2)

Table 4.2

Mr. King's Homework Assignments and Researcher-Assigned Critical Thinking Focus

Lesson Number	Homework assignment details	Researcher-Designated Critical Thinking Focus
Lesson 1	How do governments help countries? List 5 ways.	Critical Thinking: Analyzing
Lesson 2	How do governments hinder countries? List 5 ways.	Critical Thinking: Analyzing
Lesson 3	Why do countries need a government?	Critical Thinking: Analyzing
Lesson 4	Read pg. 109, create 2 critical thinking	Critical Thinking:

	questions about something from the reading.	Asking Questions
Lesson 5	Repeat homework from night before since not done well.	Critical Thinking: Asking Questions
Lesson 6	*No homework*	
Lesson 7	*No homework*	
Lesson 8	*No homework*	
Lesson 9	Read over the bills provided, chose one, and explain why you chose that bill.	Critical Thinking: Analyzing
Lesson 10	Choose which bill you want to research and explain why you think it is important to the state to pass or not pass it into law.	Critical Thinking: Arguing
Lesson 11	*No homework*	
Lesson 12	Write thesis statement of your position on the bill	Critical Thinking: Arguing
Lesson 13	Finish and submit intro paragraph	Critical Thinking: Arguing
Lesson 14	Write 2 of the 3 body paragraphs using your main reasons and supporting evidence	Critical Thinking: Arguing
Lesson 15	Finish 3rd body paragraph and conclusion.	Critical Thinking: Arguing
Lesson 16	Practice your speech	Preparation
Lesson 17	Study for test	Preparation

Once the homework is submitted at the beginning of each lesson, Mr. King finds a way to glance through and review the students' work. Most lessons, he also reviews the homework as part of a class discussion activity, giving the students further opportunity to discuss, refine and clarify their understandings, and to share and debate differing interpretations among classmates.

Another major critical thinking focus of Mr. King's teaching in this unit is the development of students' ability to write a thesis paper, helping them learn to take a stand and make an argument, using evidence to support their position. The critical thinking skills involved in this process include finding proper resources, analyzing source material, interpreting texts written by others, asking questions of what is read, determining best evidence for use, and crafting a clear, well-argued, concise written

paper. These critical thinking purposes as part of the study of history form a major part of the teaching in this unit, as several lessons are dedicated exclusively to the students' research and writing of their bill speech.

Mr. King's history learning purpose #3 – relevancy. Mr. King's classroom decisions also show a third underlying subject-matter purposes – emphasizing the relevancy of history to his students. He believes that his students are more engaged, that they therefore learn and retain more, and that history as a subject is more meaningful, when students understand "Why is this important [that] you know this?" (Interview, King, 1/13/15). Mr. King creates points of relevancy for his students whenever he helps them make connections – between history and their personal lives, between history and the modern world, and between history and their other school subjects.

One lesson activity particularly demonstrates the foregrounding of Mr. King's relevancy purpose. In an early lesson in the unit, Mr. King chooses to show students a "Flocabulary" video (https://www.flocabulary.com/us-constitution/) to teach conceptual and factual information about the Enlightenment, and its ideological influence on the U.S. Constitution and government. The video is an animated overview of the founding fathers and their ideologies, set to an entertaining rap song. As soon as Mr. King mentions to his class that the lesson will include a Flocabulary video, the students collectively respond, "Yay!" (Observation, King, 1/28/15). It seems that the students have a positive association with Flocabulary videos, perhaps from previous use in the classroom. Mr. King believes that this positive association, and the way that the video takes historical information and "makes it stick out… makes it cooler" (Interview, King, 2/3/15) helps make the underlying lessons of the video more relevant in their minds. For

Mr. King, the video becomes a history delivery method that "helps them [the students] relate" (Interview, King, 2/3/15) to the material.

Relevancy is further strengthened by the content design of the video. The historical figures are referred to by modern, rap-star-type nicknames: Maddy J for James Madison, Benny Frank for Benjamin Franklin, and TJ for Thomas Jefferson. Anachronisms are replete throughout the video (Madison stays at a "Radisson" hotel) (Observation, King, 1/28/15). By connecting to elements of the students' modern world interests (rap, nicknames, current brands, etc.) the video's message is that the people, events and issues of hundreds of years ago can be seen and understood through modern, accessible language and context. Mr. King builds on this modern world connection during other lessons throughout the teaching unit by continuing to refer to the historical figures by these modern nicknames (Observations, King, 1/27/15, 1/28/15, 2/3/15, 3/10/15). At various times when in the moment of making a decision about how to convey information, Mr. King recognizes the power the nicknames have to make the historical topic more relatable to the students, and chooses frequently to capitalize on that relevancy.

Relevancy for Mr. King also occurs when he makes connections between history and the students' studies of other subjects. When Isaac Newton is discussed as an Enlightenment figure whose ideas influenced the founding of the United States, Mr. King quickly points the students to what they know of Newton from science class (Observation, King, 1/29/15). When Mr. King directs the students in the writing of their bill speeches, he reminds them of everything they have learned in Language Arts class about writing a thesis statement and proper paragraph structure (Observation, King,

2/9/15). By creating a web of connections among the students' school subjects, Mr. King sets history learning in the context of all of the relevant, important work the students are doing throughout their school day.

The most prevalent means of creating relevancy and connection for Mr. King, however, is in connecting history to issues and concerns in the students' world today. In one lesson, Mr. King realized that the students "looked lost" (Interview, King, 2/3/15) in understanding the differences between a democracy and a republic, and asked himself " 'how can we demonstrate this as a group?'" (Interview, King, 2/3/15) to help clarify the misunderstanding. Mr. King added in an unplanned activity to have students act out expressing their vote on an issue, in the same way a bill would be voted on in a legislature. In this spur-of-the-moment lesson activity, Mr. King selected the issue to be voted upon to best connect to students' lives – whether the current food vendor for the school should be retained or not (Observation, King, 1/28/15). Selecting this topic "because I knew they would be passionate about it. It gets it done" (Interview, King, 2/3/15), Mr. King wants to grab the students' interest and provide students with a context that connected to their lives, about which they each had much to say and argue. When reviewing the differences between a republic and a democracy, Mr. King allows a student-initiated tangent about the Republican and Democratic political parties, because it helped make the entire topic of government, branches and power more relevant through its connection to something that the students hear about on the news and in adult conversations each day (Observation, King, 1/28/15). Mr. King makes classroom decisions in order to showcase the relevancy of history; history learning becomes more relevant because of its connection to students' real-life contexts. One of Mr. King's

history learning purposes is to help him provide his students with connections to history based on "what's going to be most meaningful to them…" (Interview, King, 1/13/15).

Summary of Mr. King's history learning purposes. Chapter 2 described two major approaches in the research literature on purposes in history education. Mr. King's history learning purposes focused on factual knowledge, critical thinking and personal relevancy place Mr. King in the literature focusing on multiple, shifting purposes, as opposed to the literature describing history teachers who demonstrate a singular, consistent purpose. Mr. King enacts multiple history learning purposes throughout his teaching, bouncing back and forth among them given different circumstances in the classroom. In this vein, Mr. King's juggling continues; he holds multiple history learning balls in the air at the same time, looking to capitalize, whenever possible, on opportunities to build a foundation of factual knowledge, to push students in their deep probing, questioning and critical thinking, and to connect students to the relevancy of history to their lives today. What remains to be uncovered, still, are the ways that these multiple purposes engage with, intersect and possibly conflict with, Mr. King's classroom-related purposes as well.

Mr. King's student growth purposes. Many decisions made in Mr. King's classroom relate not to the study of history as a subject, but instead to the personal growth (emotionally, socially, and with regard to character) of his students. Mr. King's student growth purposes revolve around three major principles: 1) meeting individual student needs; 2) the development of each student's sense of individual and communal responsibility; and, 3) creating a trusting student-teacher relationship.

Mr. King's student growth purpose #1 – meeting individual student needs.

While history learning purposes might serve as the foundation of Mr. King's overall classroom focus, Mr. King also keeps operational throughout his lessons a priority on meeting this individual needs of his students. This meeting individual needs purpose might be, at times, in service of the particular student's maximized history learning, but more often, it is in service of the student's personal character growth, and facilitation of the best ways to keep that particular student engaged and on-task. As the need for this purpose to be operational is situation-dependent, Mr. King notes himself that he "keep[s] an extra eye on certain students" (Interview, King, 3/10/15) depending on the particular need of that situation and on who might need differentiated attention at that moment. Mr. King's juggling act begins in earnest as he interweaves making progress in his history learning purposes with maintaining an ongoing awareness of the differing needs of each individual student in his class.

Much of Mr. King's time is spent in quiet conversations with different students, or even pairs of students, redirecting them, addressing certain behaviors or lack of productivity or engagement in the lesson. Other students, however, are "called out" publicly in front of the class for problematic behaviors. Mr. King reflects that he "picks his battles" (Interview, King, 3/10/15), judging in each case whether a particular student at a particular time would benefit from a public reminder and the (desirable) peer pressure that comes with it, or would be better served by a private reminder, so as to avoid a potential shutdown by the student. "It's how I'm feeling on that day - sometimes [it's] better quietly one-on-one and…I don't want to embarrass him or have him think I'm angry in front of everyone (Interview, King, 2/3/15). Mr. King may choose to joke with a student, or allow a distracting behavior to continue for a brief period, if he judges

in that moment that the brief distraction will allow the student to release energy and be able to better focus then on the rest of the lesson. “I don’t mind the chatter in between, it keeps them active and gives break as we transition” (Interview, King, 2/3/15). At other times, Mr. King does not accept certain behaviors from certain students, publicly giving them Doom (demerit) points (Observation, King, 1/22/15, 1/27/15, 1/28/15, 2/2/15, 2/7/15, 3/10/15). A typical Mr. King process of balancing his students’ individual needs occurs during one particular lesson (Observation, King, 2/9/15). Within a five-minute period in this lesson, Mr. King chooses to imitate one student’s antics “to get him to stop” (Interview, King, 2/10/15), chooses to quietly wake up one student whose eyes are closed (Observation, King, 2/9/15), chooses to ignore another student’s misbehavior because the teacher knew that a public reminder “would cause him [the student] to shutdown” (Interview, King, 2/10/15), and chooses yet another student to repeat what someone else said in order “to keep him engaged” in the class discussion (Interview, King, 2/10/15). Mr. King uses different techniques to respond to similar situations, matching what he perceives as the personal needs of each of his students to best help them grow in character and grow in learning.

Mr. King’s purpose of meeting individual student needs is evident also in the decisions he makes about how much attention he gives to different students. He frequently uses the choice of calling on someone to answer, participate or hand out papers, as a way to re-engage a student he sees as inattentive, or the choice of asking for a non-verbal signal like a thumbs-up to check with students, recognizing that some of his students would not verbally express understanding or lack thereof.

There are other times where I'll just try to pick on somebody who hasn't talked

> that much or maybe I didn't see what they wrote down already, and give them a chance to talk without having to raise their hand. (Interview, King, 2/3/15)

During individual or partner/small group work, Mr. King may spend a disproportionate amount of time with one individual or small group, if that attention is what that student or group needs in order to make progress or stay on task (Observation, King, 1/28/15, 2/7/15).

Meeting individual student needs also plays a large role in Mr. King's decisions when making partners or groups for lesson activities, and in his decisions about whether to assign seating for any particular students on a given day. While the students usually choose their own seats each day, there are occasions when Mr. King will direct one student to a certain seat, usually in response to some inattention or distracting behaviors from the day before (Interview, King, 2/3/15). Behavioral and attention issues also drive Mr. King's choice whether to allow the students to select their own partners for a class activity, or to assign them, matching up individual students with partners or groups that will make for productive and successful matches of work attitude, focus and cooperation. "I looked quickly, and the partners they were already sitting with would work for our activity" (King, Interview, 3/10/15).

***Mr. King's student growth purpose #2 – responsibility*.** While Mr. King is paying attention to his own actions as a teacher who is meeting the individual needs of his students, he also desires that his students pay attention to their own behavior and learning needs to be accountable to themselves and their community. Mr. King makes it clear that he personally shares a major goal with the larger school mission – creating a sense of brotherhood and shared as well as individual responsibility among his students. For Mr.

King, this means that he is, through certain expectations in his classroom, asking his students, "Are you going to let your brother sitting right next to you continue to disrupt the class and continue and continue without saying anything or are you going to let that person continue to not write that homework down?" (Interview, King, 1/13/15). It is acceptable, and encouraged, in Mr. King's classroom for students to "call each other out" on misbehavior or on non-productivity. A wrong answer during class discussion or review is often met with Mr. King's request for someone else in the class to "help out your brother" (Observation, King, 2/9/15, 3/10/15).

The main focus, however, of Mr. King's responsibility purpose is to instill in students a sense of their accountability for themselves and their own actions as individuals – personal responsibility. This includes accountability for their individual academic obligations and for their classroom behavior. Mr. King uses several different techniques while teaching to convey personal behavior accountability. While Mr. King sometimes adds to what he calls "doom" points, which could lead to a demerit, or "swag" points which could lead to a merit, more often Mr. King directs a student to "doom" or "swag" himself on the classroom chart, expecting the student to stand up and put a tick mark next to his name himself. When giving a silent quiz, Mr. King tells students to put a "minus 1" at the top of their quiz pages every time they interrupt or talk (Observation, King, 1/28/15). When a student asks to leave the room to go to the bathroom, Mr. King will often ask the student if he thinks that this is a good time to leave, or if the student should consider staying so he doesn't miss something important (Interview, King, 1/13/15). By building students' awareness of the behavioral considerations they should be keeping in mind, Mr. King is seeking to increase students' level of responsibility for

themselves. He recognizes that by relinquishing some level of teacher control over when students are disciplined or not, that he is taking a risk.

> This is just my experiment. I don't know if I'm being too laissez faire…with this.... My thinking is, 'All right. Well, you're about to go into high school. I want you to be able to make a decision that you're going to get up while we are doing something in class to go use the bathroom and you're going to miss it. I'm not going to go back a slide.' …if we're taking notes or we are answering questions I'm not [going to tell you not to leave]. 'Listen, you chose to leave then you didn't finish it. Hand it in.' (Interview, King, 1/13/15)

Mr. King knows also that sometimes personal growth lessons can be learned in moments of fun and lightheartedness, and not only in moments of consequence-filled seriousness. "We joke around" (Interview, King, 1/13/15) at times when students need reminders because they have broken a small classroom rule or routine, with the teacher first telling and then the rest of the class jumping in to echo, that the student needs to "read the syllabus" (Interview, King, 1/13/15) and remember how to act in Mr. King's class.

Academic independence and accountability is also a focus of this purpose of Mr. King's. Students are expected to turn in homework assignments, and receive grade and behavioral consequence when they do not. Even during a lighthearted review game, Mr. King reminds the students "Do your best; don't be influenced by others" in holding up their guesses at the correct answer (Observation, King, 3/10/15). Students are frequently encouraged to put their ideas, definitions and summaries into their own words, valuing the thinking they do in this process and the sense of personal responsibility for work that is critical, especially in an age when the students can easily check Google for the

requested classroom response. Mr. King wants his students to hear directions for an assignment and then take steps to move immediately to completing that assignment; while the students are not always successful at reaching this expectation, it is nonetheless a goal that Mr. King has as he repeats directions and reminds students what task they should be on.

Mr. King's student growth purpose #3 – nurturing a student-teacher relationship. Throughout individual moments in Mr. King's teaching, in addition to finding opportunities to meet individual student needs, and finding experiences that will help them advance in their sense of personal and communal responsibility, Mr. King accepts yet another "ball" to juggle in his momentary decision-making: Mr. King's classroom choices are also heavily influenced by his desire to replicate in his students the profoundly warm student-teacher relationship that he had with his own high school history teacher. Mr. King's high school history teacher made it clear that he was available to students for whatever they needed, giving students the feeling that "you could always go to him for extra help" (Interview, King, 1/13/15), and Mr. King cites this teacher as a successful influence on his teaching today, and that his own students know that "they can come to me about anything" (Interview, King, 2/3/15). Caring deeply for his students' overall wellbeing, Mr. King makes choices to establish and maintain a personal connection between him and his students, and he takes active steps to help them grow in their willingness to engage maturely with the world around them. As Mr. King reflects, having this trusting relationship "definitely helps with the patience we have for each other, whether it's me asking them to stop talking or them being patient… [because] we have one more slide of notes or we're doing this for a reason, I'm not making you do this

for nothing" (Interview, King, 1/13/15). Mr. King believes that establishing a relationship of trust between student and teacher helps the students' willingness to go along with where the teacher is taking the lesson, and also gives the teacher more leverage in getting students to meet classrooms expectations.

Mr. King takes advantage of any moments he can to establish camaraderie with his students, whenever they occur in the classroom. He allows them leeway in teasing him about his brother who had recently visited class, and "takes" their jokes about his age (Observation, King, 3/10/15). The fist-bumps, high-fives, hugs and joking physicality between teacher and students abound, and there is a genuine trust and closeness that is evident in their interactions (Observations, King, 1/20/15, 1/22, 15, 2/2/15, 2/19/15). A student comes into class with a new hairstyle including a lot of fullness and height, and Mr. King laughingly sticks a pencil in the middle of the student's hairdo (Observation, King, 2/5/15). Mr. King calls on a student, and the student declines to answer the question, instead replying "I'm just here so I won't get fined" – an homage to an NFL player's press conference mantra from the previous day; Mr. King repeats the student's response with a smile and quick laugh (Observation, King, 1/28/15). The students trust that they can joke with Mr. King, and he chooses to allow them a bit of informality to establish a trusting student-teacher relationship. This trust and camaraderie, in turn, allows Mr. King to better guide and teach his students both in history and in life lessons.

> I think a lot of the students have a relationship with me. I think sometimes… they just had a good class or something and that's why they're excited or some of them are just excited to I guess be there…. [to] have discussion or whatever we're about to learn. (Interview, King, 2/3/15)

As Mr. King is paying attention to student needs, their sense of responsibility, and developing individual relationships with them, he is also working to find moments to show his students that he trusts and understands them as a group as a whole. Aware of his students' generally limited amount of patience (Interview, King, 2/3/15), Mr. King frequently shares with his students exactly how much time is remaining in an activity, what order he will be calling on the next few students who want to speak, or which activities are coming up in the rest of that lesson (Observation, King, 1/20/15, 1/28/15, 2/4/15, 2/18/15, 3/10/15). He believes that the students' level of anxiety is diminished since by telling students how much time is left, "they won't panic" (Interview, King, 2/10/15) about whether they have finished yet. By telling them what to expect for how long, their willingness to cooperate and engage positively is extended for longer time, and more learning can therefore take place. The trusting student-teacher relationship creates a calmer, positive environment for both parties, "helping with our patience for each other" (Interview, 2/3/15).

Summary of Mr. King's student growth purposes. In keeping with the research literature pointing to teachers' multiple, shifting purposes (see Chapter 2), Mr. King's classroom choices are influenced not only by his goals for his students' history learning, but also by his goals for his students' personal growth as human beings. Throughout Mr. King's teaching, he is keeping multiple "balls in the air," making choices related to responding individually, and differently, to each student as that student's needs, choices related to improving his students' sense of responsibility and accountability for themselves and for each other, and choices related to nurturing a warm student-teacher relationship. While Mr. King's student growth purposes might simultaneously help

improve his students' history learning, they also exist as independent goals in and of themselves, as part of Mr. King's and St. Xavier's goal to "create men" (Interview, King, 1/13/15). Mr. King sees his overall student personal growth purposes as central to the life lessons "these young men will able to keep forever" (Interview, King, 1/13/15) by virtue of being students at St. Xavier, and students in his class.

Mr. King's classroom management purposes. The third large category of Mr. King's underlying purposes helps shape his desirable classroom environment, in terms of both the productive use of time within each lesson, and to the minimization of distractions within the classroom. It is in the operation of Mr. King's classroom management purposes that Mr. King's juggling act is most evident; the proverbial ticking clock and the need to contain behavioral "fires" pop up again and again throughout his lessons, pulling his attention away from his history learning and student growth purposes, and therefore drive much of Mr. King's "in-the-moment" decision-making.

Mr. King's classroom management purpose #1- managing the clock. While Mr. King's role as a juggler is largely metaphorical, there is one tangible object that is physically in and out of his hands throughout each lesson: his cell phone with its clock and timer. Despite the presence of a wall clock prominently hung near the classroom door, Mr. King regularly pulls his phone out of his pocket to check the time, or sets the timer on his phone to ring, reminding him that a particular lesson activity should end (Observation, King, 1/28/15, 2/3/15, 2/8/15, 2/19/15, 3/10/15). Language related to time management peppers Mr. King's speech acts throughout every single teaching lesson. He warns students frequently of how much time is remaining for a particular task - "Ok, we're going to take two more minutes" (Observation, King, 3/10/15) - and he repeatedly

exhorts students to move “quickly, quickly” (Observation, King, 1/28/15). Mr. King explains that he is constantly aware of the need to move through lesson activities quickly in order to maintain student focus and engagement. “I do it just because I know I need to get the class going and continue to move and just don't stay in one subject” (Interview, King, 2/3/15).

It is this pervasive sense of the passing of time that is most visible about Mr. King’s purposes. At any one moment, he seems to be trying to accomplish several objectives, all to keep the pace of the lesson moving forward and yet still fit in all of the goals related to learning, student growth and classroom management: “One priority is that we're always doing something, we're getting something done” (Interview, King, 1/13/15). Mr. King himself is certainly always doing something; in fact, he is always doing *many* somethings at the same time, like checking students’ homework while reminding students to keep working on their Do Nows, while directing a student to stop talking and sit back down, while pulling up the day’s lesson materials on the projector (Observation, King, 1/28/15). Mr. King keeps multiple balls in the air at one time because he knows ultimately that he is racing against the clock that will signal the end of today’s lesson and the end of today’s history learning opportunities.

Mr. King makes additional decisions throughout his teaching that showcase his prioritization of managing time. On some occasions, rather than give students the opportunity to choose their own partners for an activity, he assigns partners so that too much time is not wasted in the selection process. When the students finished their voting simulation about the school’s food vendor, Mr. King hesitated back and forth before having the students return to their seats; he had been considering enacting a second

simulation, but could not work out the details of how we wanted to do it without creating a lull in the lesson. “I didn’t want to… spend time on something I didn’t know what I was exactly doing. (Interview, King, 2/3/15). The ticking clock pushed him to decide to move on to the next activity, rather than push the students to wait for an extended period of time. Even when a lesson activity is going well, Mr. King may suspend it, to be resumed on another day, simply to “keep the lesson moving” to something new (Interview, King, 1/13/15). Sometimes, Mr. King will make decisions that seem to be allowing for some “wasting” of time, but in the end the decision was weighed between wasting some time and wasting a lot of time. In the review lesson prior to the unit test, Mr. King continues to read the next review question out loud, even though he anticipates correctly that the government official’s name in the question will lead to a round of laughter and distractions from the students. He reflects that he actively chose to still read that question out loud, knowing that it would cause the laughter interruption, because he felt that skipping the question would have wasted more time as the students would have demanded to know why he had not read that question from the study guide:

> I almost skipped that question because I knew they would joke about it from our trip to the capitol, but they would’ve just spent the same amount of time asking me why I had skipped it, so I went ahead and did it anyway. (Interview, King, 3/10/15)

In some cases, Mr. King accepts that some time will be wasted; he chooses, therefore, the alternative that will waste the least amount of time.

Time management for Mr. King is not limited to thinking about the bell at the end of the lesson; it extends to considering actively which learning tasks need to be

accomplished prior to an upcoming event, test or program. Realizing that only a few class sessions remained before the scheduled capital field trip, Mr. King accelerates the bill speech writing process, giving more and more lesson time for the students to complete their speeches, since they absolutely had to be finished and polished before the trip date (Interview, King, 2/10/15). Knowing that the unit test was coming up, it seemed that Mr. King chages his focus away from critical thinking discussions back to reviewing the underlying facts that would be required of students on the test (Observation, King, 3/10/15).

Mr. King's classroom management purpose #2- minimizing distractions. In addition to thinking constantly about the ticking clock, Mr. King is also working furiously to minimize distracting behaviors in the classroom. While the "doom" and "swag" points system helps to teach students about acceptable and unacceptable classroom behaviors, Mr. King nevertheless still has to spend a fair amount of time during each lesson giving students individual reminders, redirections and reprimands about their behavior. Each lesson averages 45 minutes in length, and each lesson includes at least 10-20 separate speech acts or silent pauses from Mr. King, either telling students to be quiet, sit down, turn around or cease some distracting behavior, or waiting for students' quiet and focus, or repeating classroom instructions because students are not paying attention to the lesson. While, as discussed earlier, Mr. King desires for students to call each other out on inappropriate behavior, it nonetheless seems that Mr. King has to take on much of the responsibility for behavior reminders himself. Given a teacher for whom making the most out of every classroom minute is a major priority, the fact that Mr. King is willing to take the time to interrupt teaching to minimize distractions

showcases the importance of this classroom management purpose for him.

Mr. King's distraction minimization purpose is important to him, and manifests itself frequently, but it is nonetheless not a dominant, pervasive feature of his classroom teaching. Mr. King's reprimands and reminders are delivered in a calm, patient manner, and he frequently uses silence to draw students' attention to the fact that they are not focused on the lesson. Student-to-student off-topic chatting is sometimes addressed by a "quiet please" statement (Observation, King, 2/9/15), and sometimes by a "how can I help you guys?" interjection from Mr. King (Observation, King, 1/28/15), and sometimes by a silent finger point at the student and then at the doom chart on the wall (Observation, King, 2/3/15). When repeated student distractions become overwhelmingly frequent, Mr. King will put in place some kind of clear reward for better behavior (if quiet for the first ten minutes, students will be given permission to use earbuds to listen to music while writing their thesis papers) or consequence for continued distractions (behavior and participation points deducted from students' overall grades).

Mr. King's calm demeanor also lends itself to comfortably, at times, ignoring some distracting behavior. Mr. King is not a drill sergeant; he does tolerate some level of chatter, joking and distractions during class, as long as it does not interfere with students' learning. Mr. King recognizes that students need some amount of slack, and also knows that there are times that the distractions will peter out naturally on their own whereas the teacher addressing them may only exacerbate or extend the interruption. Mr. King frequently makes an active choice to allow some amount of distraction, reflecting on one classroom incident:

> I'm definitely consciously ignoring them because I don't really want to have ... I know if I try to have a conversation then...but they kept going. My thought was that I'm just focused on what we needed to do and they'll eventually stop asking. (Interview, King, 2/10/15).

Mr. King is continuously assessing the pros and cons of allowing the distraction versus addressing the distraction, ultimately following his own judgment about what actions on his part will best help achieve his purpose of minimizing distractions in the classroom so that student learning can be maximized.

Summary of Mr. King's purposes (Research Question 1). Mr. King's eight overarching purposes can be categorized in three large groups. His history learning purposes include promoting students' factual knowledge and critical thinking skills, while capitalizing on opportunities to increase the relevancy of the history learning to the students' lives today. Mr. King's student growth purposes include focuses on meeting individual student needs, developing students' sense of personal and communal academic and character responsibility, and nurturing a trusting, caring student-teacher relationship. Finally, Mr. King's actions also showcase purposes to create an effective, productive classroom environment, including managing the ever-ticking clock and minimizing distractions. With all of these purposes pulling on Mr. King's attention, to accomplish in a discrete amount of class time, Mr. King must continue to play the juggler, determining which purposes take precedence according to which teaching circumstances.

Mr. King's Navigation Among Purposes (Research Question 2)

While details about each individual purpose help us understand some of the influences on Mr. King's classroom decision-making, the descriptions of the individual

purposes do not give us the full picture of the relationship between Mr. King's purposes and his teaching. Exploring the patterns of Mr. King's navigation among purposes can help us more completely understand how his purposes interact, conflict and become prioritized given different classroom contexts. In the next sections, I note patterns in Mr. King's purposes, as particularly analyzed from the Purposes Maps (see Appendix K) I created from the three video-watched lessons. Mr. King's purposes are analyzed here both 1) across the observed lessons and their underlying activity structures; and, 2) within different individual activity structures. A fuller description of Mr. King's navigation among purposes helps us gain deeper insight into how this novice teacher makes in-the-moment decisions while teaching.

Mr. King's purposes navigation across observed lessons. Mr. King's navigation among purposes across the lessons I observed, regardless of activity structure in place, can be described related to two areas of patterns: 1) which purposes tend to co-occur with each other; and, 2) which purposes take precedence over others. Mr. King's patterns of purpose navigation help explain the persistence of his role of juggler of multiple purposes within a given time span.

Mr. King's purposes navigation across lessons: co-occurrence. One important element of Mr. King's purpose navigation is that some of his purposes support each other, often co-occurring in his lessons as they operate together in the classroom for connected end goals. As the purposes maps show, detailing each of the three video-watched lessons, many purposes happen to be operational at the same time; certain patterns emerge over all of Mr. King's teaching to highlight that in Mr. King's teaching, some purposes almost seem to collaborate with each other.

Responsibility is a purpose that often occurs at the same time as one of Mr. King's classroom management purposes. Responsibility, as understood by Mr. King as developing students' willingness and skill in working independently and responding with accountability for their academic and behavioral actions, is most often present along with minimizing distractions or managing the clock. When moments of classroom distractions occur, Mr. King's responses to students are often aimed at helping the student see an opportunity to grow in responsibility, while at the same time keeping the classroom environment calm and focused on the history learning. At the beginning of one lesson, Mr. King specifically takes a moment out of class to remind a student that he should begin class in a different seat, away from distracting peers. This had been a conversation Mr. King had with the student and the student's mother in the previous week, and Mr. King's quick reminder to the student, "move your seat" (Observation, King, 1/28/15) is all that it takes for the student to recall the planned arrangement. In just three words, Mr. King's comment serves two purposes at once – the minimizing of potential distractions from this student, and the call to the student to take proactive responsibility for his behavior and for arrangements he had previously made. Responsibility and minimizing distractions dovetail in their co-occurrence, accomplishing two purposes at one time.

Mr. King also makes certain decisions that bring responsibility and managing the clock to bear at the same time. Mr. King's repeated reminders to students about the amount of time remaining for a task, or his frequent choice to share upcoming goals or plans with students in advance, are all aimed at helping show students that if they know what is coming, and how much time is remaining, they can adequately plan and be patiently focused on the lesson activity. Mr. King helps guide his students in spacing their

work, pushing themselves to make progress, and getting them to learn to stay calm and focused even with a ticking clock – all elements of becoming an independent, responsible worker. He explains to me that when he says to his students, "All right, let's take two more minutes and finish up" (Observation, King, 1/28/15), his intention is to also give them the message, "Don't be panicked [about not having finished work already] because I'm giving you a little more time" (Interview, King, 2/10/15). He is reassuring them, as a whole, that they are working at a fine pace, are taking care of their academic responsibilities, and should grow in confidence and security about their ability to complete what they are assigned to do. The co-occurrence in this case, between responsibility and managing the clock, is intentional by Mr. King, as the two purposes coincide to support student growth.

The co-occurrence of two other purposes – nurturing the student-teacher relationship and meeting individual student needs – is slightly different in character. In addition to frequently being operational at the same time, related to the same classroom event, these two purposes often are juxtaposed, one occurring immediately after the other in a back-and-forth, symbiotic kind of relationship. When Mr. King chooses not to take a student's question during one moment in class, he asks the student, "Can we talk about this after class? Can you remind me…?" (Observation, King, 1/28/15). At the same time that Mr. King is meeting the student's need to know that his question will be addressed (even if it is not addressed in that exact moment), he is also playing upon, and building, the trusting relationship between him and the student. By asking the student, rather than telling him that he must talk to the teacher later, Mr. King creates more of a partnership between teacher and student. Furthermore, by asking the student to remind him about the

commitment to address his question after class, Mr. King shows the student that the teacher trusts him to fulfill their commitment to each other, and, in fact, to be the one to help the teacher remember his promise. When Mr. King chooses to state out loud which students, whose hands are in the air to participate, will be called on next and in what order, he is simultaneously meeting the students' need to be acknowledged while also demonstrating that he, the teacher, values and respects the students enough to reassure them that they will have a turn to participate. This further enhances both meeting individual student needs and developing the student-teacher relationship, in just one choice. It is logical that these two purposes often co-occur or occur near each other; whenever a teacher shows that he is meeting individual student needs, he is also showing that he cares enough about his students to treat them, and respond to them, as individuals.

Mr. King's purposes navigation across lessons: precedence. While all eight of Mr. King's major purposes are operational frequently or dominantly within his teaching, certain purposes take precedence over others, and certain moments of purpose conflict end with one purpose temporarily suspending the operation of another. An important part of Mr. King's decision-making is which purposes take precedence over others and which purposes interrupt each other.

Precedence of factual knowledge in general. Within Mr. King's choices for his students' history learning, the baseline foundational purposes of Mr. King's teaching seem to be helping students both acquire factual history knowledge and develop their critical thinking skills. Of these two foundational purposes, Mr. King's priority does seem to lean slightly in favor of his factual knowledge purpose. In the three video-watched lessons, factual knowledge is operational for more total time than critical

thinking, although critical thinking does remains a major component of the unit's lessons as well (see Table 4.3).

Table 4.3

Operational amounts of time for Mr. King's history learning purposes over three video-watched lessons

Lesson #	Factual Knowledge Purpose Time	Critical Thinking Purpose Time	Relevancy Purpose Time
Lesson 1	25 minutes	24 minutes	7 minutes
Lesson 2	8 minutes	23 minutes	3 minutes
Lesson 3	35 minutes	2 minutes	3 minutes
Total	68 minutes (44%)	49 minutes (31%)	13 minutes (8%)

Note. Total time cells are each out of 156 minutes total from the three lessons combined; some purposes overlap, and not all moments reflect one of these purposes; total will not equal 100%.

Mr. King's in-advance lesson planning is often designed to develop both students' historical factual knowledge and students' critical thinking; however, his in-the-moment decision-making during class reflects a prioritization for factual knowledge to take precedence. In reflecting on which learning outcomes are more prevalent in his teaching - the thinking-based or the factual-based outcomes listed on his unit overview document - Mr. King acknowledges,

> I want to say both, but… [it is] probably more the facts more than anything. I'd love to lean more towards this philosophical conversation of the engagement of citizens and government, but I think… [it is] a lot of checks and balances, executive, legislative, and so on…. (Interview, King, 2/3/15)

This self-assessment holds true during Mr. King's teaching. During one lesson, Mr. King changes the plan he had originally in place for which review questions he wants students to complete during class time. "I switched the in-class review assignment because questions 1, 2 and 6 were much more straightforward and informational" (Interview,

King, 3/10/15). The factual review questions, as more relatable and easier for students to access and accomplish, are more of a priority for Mr. King in this moment.

Mr. King prioritization of his factual history knowledge purpose over other history learning purposes is most evident when he responds to student misunderstandings. On one occasion, he dedicates over three minutes of class discussion time to clarifying the differences between democracy/republic and the current political parties of similar names – an unplanned tangent created by a student question that Mr. King chooses to allow and discuss at length (Observation, King, 1/28/15). At another point in that same lesson, Mr. King realizes that his students do not have the necessary background about the Articles of Confederation to understand the development of the Constitution, and he therefore chooses to take several minutes to provide the missing factual information (Observation, King, 1/28/15). Mr. King is guided by his contention that the students need certain background knowledge to best understand the next events chronologically: "I knew the kids were going to be lost because they didn't know exactly what that [the Articles of Confederation] was" (Interview, King, 2/3/15).

Precedence of relevancy in the moment. However, despite the preponderance of lesson time given to factual knowledge and critical thinking purposes, Mr. King shows that relevancy is also a purpose that takes precedence in his teaching. Whenever opportunities for highlighting relevancy crop up in class, Mr. King chooses to capitalize on connecting students and their world to their history studies. A student question that connects something from the student's life, current events or other studies, to the history topic being discussed, is always responded to by Mr. King, often at length and with enthusiasm for the student's interest, regardless of what else might have been on the

original lesson plan. In one lesson, Mr. King responds to a student's question about changing political parties in power with a repeated compliment that "these are great questions you are asking" (Observation, King, 3/10/15).

Mr. King even consciously sacrifices precious class lesson time for the furthering of history's relevancy for his students, giving his full juggling attention to the "ball" of relevancy at the expense of other potential purposes. During the students' visit to the state capital, one political figure's name was called out loud over and over again in the capitol building, causing the students endless laughter at the repetition. During the next day's pre-test review lesson, Mr. King hesitates before reading out loud a question that includes the woman's name, vacillating between his anticipation that the question will cause class laughter and waste time, and his belief that the students will relate their experience to the question and make the information more memorable. He chooses, after a brief pause, to nonetheless read the question with the woman's name; laughter ensues, but the students are interested and engaged by the relevancy of the question.

Precedence of student growth and classroom management purposes in the moment. Another important component of Mr. King's navigation among purposes is that his student growth purposes and classroom management purposes almost always take precedence over the history learning purposes underlying each lesson. Whether the classroom event leads Mr. King to prioritize developing the student-teacher relationship, meeting individual student needs, or minimizing distractions, he is willing to take opportunities to address these purposes, even if that requires an interruption to the history learning of his lesson plan.

Mr. King's purposes navigation includes a prioritization of taking advantage of

moments when he can solidify and grow the trusting, connected relationship between himself as the teacher and his students. He allows the students to interrupt class with questions about his family members, or with teasing jabs about his age or speech slip-ups, because he believes strongly that these moments deepen the students' engagement in their learning, through their engagement in a positive relationship with him. Mr. King understands his decision to allow these seeming interruptions to the learning as, instead, supporting his students' overall willingness to trust whatever learning journey he takes them on. "[It is] important for them to know about me… [it] makes me real" (Interview, King, 3/10/15) and, in Mr. King's thinking, is worth the interruption to the history learning at that moment.

Mr. King's focus on meeting individual student needs also can regularly take precedence over continuing the pre-planned history lesson components. Mr. King is frequently weighing how each individual student will react to being called on to participate, or to being called out for distracting behavior; in meeting individual student needs, Mr. King will often pause the history learning going on through his presentation of material or class activity in order to respond best to a student in the way that student requires. When wrapping up a component of the lesson, Mr. King will frequently check with some particular student, "Are you good?" to check on that student's understanding before moving forward to the next idea or piece of information. Mr. King explains that his choice to ask a certain student at that moment usually comes from having noticed that the student had not seemed to be engaged or attentive, and so Mr. King uses calling on that student as a way to bring him back into the lesson. Just as Mr. King is about to move on to a video portion of one lesson, he notices that a student has his head down

(Observation, King, 1/28/15). It is important to Mr. King that he think about, in that moment, what will be help the student reengage with class; in this case, Mr. King chooses to take thirty seconds of class time talking privately and quietly to the student, essentially "pausing" the history learning of the rest of the class in the process. Mr. King later explains his choice as "not want[ing] to embarrass him or [have him] think I'm angry in front of everyone" (Interview, King, 2/3/15). In that short moment, Mr. King's juggling continues, as he balances the individual student's lack of engagement, the need of the class to progress to the next component of the history learning lesson, his consideration of the "best" way to reengage that student, and the taking of an action in response to that student's individual needs.

There are times when Mr. King's meeting of individual student needs does not outwardly seem to interrupt the history learning purpose for the students, because Mr. King's approach to responding to that particular student is to ignore an inappropriate comment or behavior. While this decision to ignore is not necessarily evident to the rest of the class and does not interrupt their history learning, it nevertheless is part of Mr. King's internal navigation among purposes, as he takes reflective time mentally to judge whether to ignore or to address. "I definitely am choosing to consciously ignore him here" (Interview, King, 2/10/15). This mental judgment and weighing is all part of the juggling act in which Mr. King engages; this juggling means that in that moment he is weighing these decisions, his mental focus and attention are still on the student, navigating mentally what choice should be made, and not on the class's history learning as a whole. When one particular student calls out an interjection in the middle of a lesson, Mr. King actively chooses to ignore it because of how he knows that student will react:

> I have to pick my battles. I know with him [this student] that if I called him out on his behavior, he would shutdown and not participate in the rest of class. I would rather have him engaged, even if he isn't doing exactly the right thing, than have him shut down." (Interview, King, 3/10/15)

One remaining classroom management purpose that does, almost without fail, interrupt Mr. King's history learning purposes, is that of minimizing distractions. At any moment that Mr. King chooses to make a comment, redirect or pause in response to a student's distracting behavior, he is choosing to pause or suspend the history learning in the classroom for the sake of what he believes are greater goods – creating a classroom environment of focus and respect, and keeping distractions in check so they don't themselves cause more of an interruption to the learning. Mr. King's purposes navigation is willing to sacrifice a short amount of class time to help minimize student distractions, helping make sure they do not become even longer distractions.

As the purposes maps from the three video-watched lessons show, it is extraordinarily rare for a history learning purpose to be operational at the same time that Mr. King is making choices to address a student's distracting behavior (see Appendix K) Mr. King brings a variety of responses to student distractions, but each approach nonetheless does take precedence, in that moment, over the underlying history learning purposes of the lesson. While it can be said that Mr. King's focus on minimizing distractions is for the greater priority of getting back to the history learning, every instance of actively minimizing an individual student's distractedness takes away time, in that moment, from the class's history learning, and interrupts the consistency of that learning if it had not had to be interrupted. At times, Mr. King will repeat directions to

help refocus students to the lesson activity; “homework in the bin” or “take out your notes” are phrases that are often repeated 3 or 4 times before every student is following instructions (Observation, King, 1/28/15, 2/9/15, 3/10/15). Particular students are called out by name to “be quiet,” or they are given a long, hard glance and a set of pursed lips from Mr. King to alert them that they are off-task or distracting (Observation, King, 1/28/15, 2/9/15, 3/10/15). At times, the precedence of minimizing distractions results in a choice from Mr. King to take the student in question out of the classroom and spend a few minutes talking with him in the hallway while the class wait for the lesson to continue (Observation, King, 3/10/15). Mr. King prioritizes minimizing distractions whenever a distracting behavior occurs. By sheer frequency of repetition, one gains a sense that trying to create a generally distraction-free environment seems to be of prime importance to Mr. King.

Mr. King’s purposes navigation within activity structures. Mr. King’s navigation among purposes can be described not only related to his overall teaching as a whole, but also related to different lesson activity structures. There are patterns within Mr. King’s teaching, showing that certain purposes are predominant during particular activity structures, and that certain purposes are predominant during transitions between activity structures (see Table 4.4) Each activity structure seems to call for Mr. King to juggle a slightly different set of balls, balancing as well the unique characteristics called for by that lesson activity type.

Table 4.4

Time dedicated to different activity structures in Mr. King's three video-watched lessons

Lesson #	Administrative Information Time	Full-Class Discussion Time	Individual/Partner Activity Time
Lesson 1	6 minutes	33 minutes	17 minutes
Lesson 2	13 minutes	6 minutes	31 minutes
Lesson 3	1 minute	20 minutes	29 minutes
Total (out of 156 minutes)	20 minutes (13%)	59 minutes (38%)	77 minutes (49%)

It is important to note that within these larger categories of activity structures there are also sub-structures during which Mr. King's purposes navigation differs. Administrative Information is straightforward and does not include any sub-structures. During Administrative information time, Mr. King is giving details to students about upcoming assignments, schedules or grades, or responding to their questions about these items. Administrative information time is limited, but present, in Mr. King's classes in this unit, and usually revolves around preparing students for upcoming history learning activities or setting the tone for a productive classroom environment (Observation, King, 1/28/15, 2/3/15, 3/10/15). The majority of Mr. King's class time is spent in full-class discussions and in individual/partner activities. Full-class discussions include some variety of sub-structures; some discussions are framed by Mr. King's lecturing and note-giving, some discussions are triggered by a video which then becomes the jumping-off point for discussion, and some discussions occur in the context of a review game. Individual/partner Activities also includes smaller sub-structures; in some cases, students are working entirely independently on their own work, and in other cases, students are working with a partner or small group to accomplish a particular thinking or learning task. Mr. King's purposes navigation can be described related to the overall large

categories of activity structures (full-class discussions and individual/partner activities), and can also be described differently related to patterns during some specific sub-structures as well.

The major navigation variation between activity structures is found in comparing Mr. King's purposes navigation during individual/partner work with his purposes navigation during different types of whole group class discussion activities. Table 4.5 shows the operational amounts of time for each of Mr. King's purposes during class discussion activities and during individual/partner activities. The data in this table confirms the patterns I observe during Mr. King's lesson activity structures; Mr. King's emphasis and prioritization of different purposes varies dependent upon whether the class is engaged in a full-class discussion or in individual/partner activities.

Table 4.5

Mr. King's purposes' operational times during major activity structures

	Time Operational During Class Discussion Activities (out of 59 total minutes available)	Time Operational During Individual/Partner Activities (out of 77 total minutes available)
Factual History Knowledge	32 minutes (54%)	27 minutes (35%)
Critical Thinking	18 minutes (31%)	24 minutes (31%)
Relevancy	14 minutes (24%)	4 minutes (5%)
Meeting Individual Student Needs	10 minutes (17%)	37 minutes (48%)
Responsibility	9 minutes (1%)	31 minutes (40%)
Student-Teacher Relationship	7 minutes (1%)	10 minutes (13%)
Managing the Clock	10 minutes (17%)	23 minutes (30%)
Minimizing Distractions	11 minutes (19%)	25 minutes (32%)

Note: Since purposes may overlap with each other, total time for all purposes within an activity structure is greater than the total activity structure time.

Mr. King's purposes navigation during class discussion activities. In Mr. King's lessons, class discussions are facilitated by the teacher, with the teacher acting as director and arbiter of the content and flow of the discussion. While students often respond to comments each other has made, all components of the class discussion are filtered back and forth through the teacher. This teacher role gives Mr. King a strong element of control over the events during this activity structure; during class discussions, Mr. King is still navigating choices related to his students' history learning, personal growth and classroom management – navigating back and forth among all of these many purposes as demanded - but the juggling act is less pronounced and less frenetic because of the control element Mr. King possesses during these activity structures. Mr. King's level of control during class discussions means that there are fewer other things going on during this time, and therefore fewer events or occurrences pulling his focus away from his intended purposes and plans. Mr. King's student growth and classroom management purposes are far less frequently occurring during full-class discussions than they are during individual/partner activities. Furthermore, when these student growth and classroom management purposes do occur during full-class discussions, they occur with far less frequency than do the history learning purposes.

Full-class discussion activities are an activity structure during which Mr. King's history learning purposes are prioritized and realized with more frequency and consistency. The primary purpose of class discussion activity structures is history learning (Mr. King's subject matter purposes); as noted in Table 4.5, factual knowledge, critical thinking and history relevancy are operational during a higher percentage of class discussion time during class discussion activities than are student growth and classroom

management purposes. Whether the discussion focuses on reviewing the homework, checking the "Do Now," reflecting on a video watched in class or playing a review game, these activity structures are focused on ensuring that every student in the class has progressed in his historical factual knowledge and critical thinking skills, often with triggers to enhance students' sense of the relevancy of the material. All of Mr. King's history learning purposes are present during class discussion activities with much greater frequency than they are during individual/partner activities; Mr. King interrupts the history learning far less frequently for classroom management or student needs during full class discussions.

It is particularly worth noting the greater presence of Mr. King's relevancy history learning purpose during class discussions than in individual/partner activities. In order to keep students engaged in frontal lectures and discussions, Mr. King more frequently takes opportunities to capture students' interest, to show students that history "makes an impact on the way you live" (Interview, King, 2/10/15). Class discussions frequently include comments from Mr. King that connect students to the learning, such as using the modern nicknames for historical figures, and Mr. King regularly allows class discussions to be framed around the questions or issues the students raise that most engage or concern them. Linkages to current events and to government and rule-making situations in the students' lives are regular components of class discussions, keeping the students involved and the material relevant. Mr. King recognizes that "this class enjoys discussions" (Interview, King, 2/10/15), and capitalizes on that enjoyment helping to support the relevancy and engagement of the students throughout the class discussion.

Mr. King's purposes navigation during individual/partner activity structures. It is during the individual and small group activity structures in Mr. King's lessons that all of his student growth and classroom management purposes more frequently occur and more frequently interrupt the history learning goals of the activity. Less in control of the classroom than during class discussion times, Mr. King spends a preponderance of time during individual and small group work managing the clock and minimizing distractions, and the nature of the individual/partner activities is also highly associated with meeting individual student needs, developing the student-teacher relationship and promoting his students' sense of responsibility.

Managing the clock is a key characteristic of Mr. King's speech acts during individual and partner activity structures. He regularly reminds students about how much time is left, or has to redirect them to make better progress in the time allotted. This purpose is closely tied also with minimizing distractions; students have to be reminded of the ticking clock so that they keep their behavioral distractions in check and can focus more pointedly on the history learning task at-hand. It is common during these times to hear Mr. King repeat directions to students, reminding them that they "should be doing [X]…" at that moment (Observation, King, 2/9/15). Whenever he reminds students of what they should be doing, it is a sign that they are not, in fact, focused on the assigned task; if they were, the reminder would be unnecessary!

Individual/partner activities are also a primary location for the operation of Mr. King's meeting individual student needs purposes. Mr. King spends every moment of individual/partner activities moving from student to student or group to group, checking on their progress, answering their questions or pushing them to the next step in the task.

While this individualized attention does serve the larger individual history learning goals for those students, Mr. King also makes decisions about giving more or less attention to particular groups because of his sense of what they need for continued personal growth in overall focus, responsibility and confidence. He may spend a disproportionate amount of time with one student/group over another, because that student/group needs his attention more than the others. He is continuously assessing where each group is and listening with half an ear to what each group is talking about, so that he can best respond in the way that will help grow their learning the most, and at the same time help them develop personal values and life skills for task completion and sense of accomplishment. Mr. King comments specifically that he chooses to use a large proportion of class time in this unit for work on the individual bill project (rather than have students work on it at home) because doing it in class allows him to do this continuous assessment of "what each student needs" (Interview, 2/10/15). These needs are related both to the student's individual progress, depth and writing – history learning purposes – and to the student's individual personal growth – responsibility, collaboration, and confidence in writing and speaking. Giving his students this deep, consistent personal attention also serves to strengthen the bond between teacher and student; Mr. King is aware of what he personally can give students during those moments of individual focus and guidance.

> One thought is that I can give them as much as individual attention as possible with preparing for it... If there's a couple of guys working the same bill, they can help each other out with different resources so they can collaborate. Then also have a good feeling of where [they] are and what they've accomplished. (Interview, King, 2/10/15)

Summary of Mr. King's Navigation Among Purposes (Research Question 2).

Mr. King's purposes navigation varies, both across his observed teaching lessons, and within the different activity structures that make up his lessons; this variation reflects Mr. King's standard juggling among purposes throughout his teaching. In general, Mr. King prioritizes growing his students' factual history knowledge slightly more frequently than their critical thinking skills, although both are strong foundations of the history learning decisions he makes throughout his lessons. In his "in-the moment" decision-making while teaching, opportunities for relevancy, nurturing the student-teacher relationship, and meeting individual student needs take precedence over the planned history learning (and in the process, support the learning by helping students engage more fully in class). Also throughout the flow of teaching, whenever the need arises to minimize distractions, Mr. King interrupts the history learning going on in that moment to restore a calmer classroom environment. Mr. King's purposes navigation pattern also varies depending on the activity structure in place during the lesson. Full-class discussions find Mr. King focused more consistently on history learning purposes, while individual/partner activities result in more predominance of meeting individual student needs, managing the clock and minimizing distractions.

Relationship Between Mr. King's Purposes and Desired Student Outcomes (Research Question 3)

While a teacher's purposes and his navigation among multiple purposes can help shed light on what takes place in a teacher's classroom, and why, it is also important to explore how a teacher's purposes navigation might relate to desired student outcomes. Desired student outcomes are directly connected to Mr. King's major purposes. As

discussed throughout this chapter, Mr. King wants his students to be able to demonstrate strong factual history knowledge and critical thinking skills related to the foundation of federal government and the process of legislation in the state; he wants students to feel a deep trust in their relationship with him as the teacher, and to grow in their personal and communal responsibility; and, he wants the classroom environment to be one of focused productivity within the allotted time. Simply because Mr. King's decisions are guided by particular purposes does not necessarily mean that the desired student outcomes occur. The relationship between Mr. King's purposes navigation and desired student outcomes can be explored through discussion of the assessment approaches used by Mr. King and through analysis of the results of these assessments.

Mr. King's assessment approaches. Mr. King uses different means to assess his students' achievement of desired outcomes, depending on whether he is assessing for history learning purposes or student growth purposes. The history learning purposes assessments are largely tangible, including examples of ongoing student work and summative assignments (see Appendix L for Mr. King's end-of-unit test), although less tangible evaluation of student engagement and participation also help Mr. King determine achievement of student outcomes. Mr. King's assessments of student growth outcomes, on the other hand, rely far more on teacher subjective perception and anecdotal experiences. Mr. King uses both tangible and anecdotal assessments to determine the achievement of desired student outcomes.

Mr. King's assessments for history learning outcomes. Traditional formal learning assessments help Mr. King determine students' level of academic achievement in his class. Formative assessments include the content of the daily "Do Nows" and of the

daily homework assignments. Summative formal assessments in this government unit include the students' final written bill speeches, and their presentation of their speeches on the capital field trip, as well as their completed end-of-unit tests. Anecdotal assessments for history learning include Mr. King's sense of students' level of engagement and participation.

Throughout the unit, Mr. King checks on student factual and conceptual understanding by reviewing the students' daily "Do Nows" and homework. The "Do Nows" are written and stored on a cloud-based electronic drive shared with the teacher and, Mr. King looks over the students work at the end of each day to check for understanding. He occasionally adds comments in the shared documents to respond to student misunderstandings or to push students' thinking further. Reviewing the homework takes place usually during class time; while students are engaged in an independent or partner activity, Mr. King glances through the submitted papers so that he can determine whether he needs to adjust the lesson plan, or the next night's homework, based on the content of the homework from the night before. Mr. King reflects on an unsuccessful homework assignment that he reassigned for the next night, "I had been thinking about it all class since I looked over their homeworks. Yeah, I thought about it and I was like, 'This isn't what we were looking for really' (Interview, King, 2/3/15). These daily written check-ins provide Mr. King with ongoing data about the class's factual knowledge and critical thinking, and about individual students' knowledge, thinking and writing.

In this current history unit about the founding of the U.S. government, Mr. King also assesses his students' overall achievement of the learning outcomes through their bill

speeches and their end-of-unit written tests. Students work on their bill speeches during class and at home, again on a shared electronic cloud drive, so that Mr. King can review them periodically, comment and provide direction for improved writing and argumentation. During class time for individual work on the students' bills, Mr. King sits at length with each student, reviewing the student's work, talking through ideas and next steps. He watches students through the outlining, writing and speech practicing processes, and assesses their individual growth in critical thinking and critical writing skills throughout. He also observes the students deliver their bill speeches in the meeting room in the state Capitol building. The end-of-unit written tests also provide Mr. King with a formal evaluation of his students' acquisition and application of the history learning in the unit. This unit test asks students to identify, in detail, certain historical figures from the Enlightenment, to define key government-related vocabulary terms that have been discussed and reviewed throughout the unit, and write a full, quality, supported paragraph making an argument about the need for a government to have a constitution. This summative assessment provides clear data about the students' achievement of both the factual knowledge and the critical thinking application skills practiced and used during the unit's lessons.

Mr. King also assesses his students' understanding through their oral contributions during class lessons and their level of engagement and interest in the topics. He reflects that certain students voluntarily participate more often than others, and that it is his responsibility as the teacher to draw out participation from those who are normally more reticent, so that he can hear their understandings. Mr. King purposefully "cold calls" on students to bring them in to the class discussion (Interview, King, 2/3/15), and

makes “sure to call on a variety of students” (Interview, King, 2/3/15) throughout his lessons, aiming to be able to hear from all students and assess their learning. Mr. King also recognizes that student’s sense of the relevancy of history can be assessed informally as well; he notes that he evaluates his success in achieving relevancy

> by discussion and what they are saying. I’ll go around ... when I was going around and listening, talking about it…. Just their discussion, their level of engagement on it and if they're just talking about what is [going on in the topic] then I can tell they are or are not… fully getting what we are going towards. (Interview, King, 1/13/15)

Informal assessments about student learning outcomes are not scientifically or objectively graded, nor do they appear on students’ transcripts, but Mr. King is nonetheless listening and looking for them throughout his teaching.

Mr. King’s assessments for student growth outcomes. Mr. King’s methods for assessing achievement of desired student outcomes related to student growth are far more informal and anecdotal than his assessments for history learning outcomes. To determine whether students are growing in their personal and communal responsibility or whether he has developed a strong student-teacher relationship with them, Mr. King looks to his interactions with his students, both in and out of the classroom and from both the short- and long-term, for anecdotal data.

Mr. King reflects that he is able to see, for example, if there is an increased presence in class of students holding each other accountable or reminding each other of proper behavior; seeing this would provide Mr. King with evidence that students are reaching the desired responsibility outcome. Since all teachers in the school also promote

this value of communal responsibility and brotherhood, Mr. King feels that actively looks for evidence, in his class in the hallways, that the students are "holding each other accountable" (Interview, King, 1/13/15). He recognizes that the anecdotal evidence in these less tangible areas might not be so obvious, and that it may be as simple as "someone forgets a notebook [and] they'll grab it and bring it to them without someone asking to do it. Just something small like that" (Interview, King, 1/13/15). This evidence is not tracked or charted, but accumulates in Mr. King's awareness to give him a sense of student growth in this area.

Mr. King also assesses informally how well he continues to develop a trusting relationship with his students. He anecdotally measures this desired outcome through students' level of willingness to cooperate willingly with his lessons, and through students' eagerness to interact with him inside and outside of the classroom. The relationship becomes apparent if he sees student excitement that "they just had a good class or something and that's why they're excited or some of them are just excited to, I guess, be there. Not necessarily excited for the class but just have discussion or whatever, about to learn" (Interview, King, 2/3/15).

Mr. King's assessment results. Given the different desired student outcomes, and the different assessment means through which Mr. King determines if his purpose-based decisions have been effective in achieving those outcomes, it is instructive to explore what Mr. King's assessments show about results. Exploring student outcomes in the tangible assessment areas is driven by more conclusive data than outcomes in the anecdotal assessment areas.

Mr. King's assessment results for desired history learning outcomes. An examination of the formal history learning assessments – the students' "Do Nows," their homework assignments, their bill speeches and their unit tests – point to a wide range of achievement of desired student outcomes in students' factual history knowledge and critical thinking development. Factual history knowledge is more widely achieved. Out of 11 students in the class, 7 of them received perfect scores on the factual components of the unit test (3 of the 4 whose scores were not perfect in these sections lost only one or two points for not providing greater detail, while only one student left the entire vocabulary section unanswered). In the Do Nows and homework assignments, almost every factual question includes a correct response for each of the unit's lessons. At times, these "Do Now" responses are copied-and-pasted directly from an internet source, but the factual information is correct, and clearly carries over into the students' understanding, since they are able to demonstrate that factual knowledge on the identification and vocabulary definition components of the unit test. Every student's bill speech properly cites its source and discusses concrete issues related to the bill with accuracy and connection to the student's overall argument. One student argues for support of the state's police force having to wear body cameras while on duty, and cites the benefits found in other states that have approved such a law. Another student's speech supports a bill allowing city school police to carry firearms, and utilizes recent examples of in-school violence to support his contention that this law is necessary "to help gain a better future for the general public" (Student A, Bill Speech, 2/25/15).

One student's notes in preparation for his bill speech, and his speech itself, are illustrative of the combination of factual knowledge connected with critical

writing/thinking that Mr. King is seeking to have his students achieve. Student D creates an outline in his "Bill Notes" document, showcasing the content he researched related to his bill – requiring police to wear body cameras – structured in a usable outline allowing him to proceed from thesis statement to supporting evidence in the creation of his resultant bill speech.

Benefits of body worn cameras

- body-worn cameras are useful for documenting evidence; officer training; preventing and resolving complaints brought by members of the public; and strengthening police transparency, performance, and accountability. Identify and address structural problems within the department, and to provide an important new type of evidence for criminal and internal administrative investigations .
    - In addition, given that police now operate in a world in which anyone with a cell phone camera can record video footage of a police encounter, body-worn cameras help police departments ensure events are also captured from an officer's perspective.

Cameras provide useful tool for law enforcement

- captures video recording of critical incidents and encounters with the public
- strenthens police accountability
- provide valuabe new type of evidence

Strengthens Accountability and transparency

- by providing a video record of police activity, body-worn cameras have made their operations more transparent to the public

- helped resolve questions following an encounter between officer and members of the public
- helps increase officer professionalism,
- helps agencies evaluate and improve officer performance
- allows agencies to identify and correct larger structural problems within the department and as a result agencies receive [sic] fewer complaints and encounters between public and officers
- In 2012, the police department in Rialto, California, in partnership with the University of Cambridge-Institute of Criminology (UK), examined whether body-worn cameras would have any impact on the number of complaints against officers or on officers' use of force. The study found that there was a 60 percent reduction in officer use of force incidents following camera deployment,
- "After testing out body-worn cameras, the overwhelming response from officers was that the cameras increased their professionalism because they knew that everything they said and did was being recorded ." (Student D, Bill Notes, 2/18/15)

Student D's notes, in the outline format indicated here, reflect considerable time and effort in class spent researching other states' similar bill proposals and arguments used in debate on the topic throughout the country. Student D is able to perform internet searches in seeking relevant content, select key evidence from all of the search results he finds, and lay out those facts to support his overall argument that the police should wear body

cameras routinely. His factual evidence includes relevant statistics, quotations and salient examples from areas where body cameras have already been in use.

The factual information that has been gathered by Student D into his bill notes then forms a major part of his resultant bill speech.

> Mr. Chairman, my name is _____ and I am appearing today on the [sic] behalf of _____ Academy to talk about a problem that has a major effect on the public, police brutality. We have been facing police brutality problem in the US for a long time since the Civil Rights Movement. The Death [sic] of Michael Brown in Ferguson is one extreme example of police brutality. In order to fix the issue of police brutality, I want to propose body worn cameras for all police officers working on their shifts. There are many benefits of body worn cameras. Body worn camera increases accountability and transparency, recognizes and solves problems inside the department, improves methods of evidence for investigations and court proceedings.
>
> Body worn cameras increases [sic] accountability and transparency in many ways. Body worn cameras make operations more apprehensible to the public, helps deal with questions from the public, and helps officers develop more professionalism. It also helps departments analyze and revise officer behavior by recognizing and adjusting problems in the department, which results in less complaints and protests from the public. For example, the police department in Rialto, California used body worn cameras in 2012 and as a result there was a 60% decline in officers' use of force. Also, during the shifts without cameras, twice as much force was used by officers compared to the shifts with cameras. Furthermore,

> there was an 88% decline of public complaints between 2011 and 2012 due to body worn camera. Likewise, police officers claimed that their professionalism developed as a result of body worn cameras because they knew that their behavior and words were being recorded. (Student D, Bill Speech, 2/25/15)

Student D is able to take the factual information from his outline and turn those details into persuasive sentences, arguing for his bill to be passed by the legislature. His writing reflects the thesis statement lessons that Mr. King has imparted, including an introductory paragraph with a clear thesis / argument statement, followed by a few paragraphs of supporting factual details. Student D takes facts related to the decreasing of police use of force and the declining of public complaints about police use of force, and persuasively describes them as pertinent reasons to explain the benefit of his proposed bill. Through his notes and his speech, Student D illustrates achievement in the factual knowledge and critical thinking purposes of Mr. King's lessons.

Not all students in Mr. King's class achieve critical argument skills as clearly as does Student D. In fact, it is in the area of conceptual and critical thinking skills that a wider range of student outcomes is found. In the "Do Nows," one early unit assignment calls for students to write one quality sentence about why their selected bill should or should not be passed. In asking students to make a clear argument and provide evidence for that argument, the assignment directly focuses on students' critical thinking skills. Out of 11 students in the class, four of the students provide a proper response to the Do Now question, stating whether their bill should be passed or not, and providing a rational, well-written reason for their position (e.g. "My bill should be passed because it can lower rates of crime and charges on citizens" ("Do Now," Student E, 2/11/15)). The other

seven students' responses, however, either do not address the "why" component of the question, or they provide responses that do not reflect making an argument from evidence related to the bill's content (e.g. "My bill should not be passed because its [sic] stupid" ("Do Now," Student K, 2/11/15)). The students are, however, much more able to showcase their critical thinking skills by the end of the unit and the presentation of their bill speeches. Each student's speech includes a thesis statement, followed by paragraphs of evidence in support of their thesis. Perhaps through the careful attention provided by Mr. King during the Individual Work time, which is heavily focused on critical thinking and meeting individual student needs, Mr. King's decisions are able to help move students along in their critical thinking skills related to their bill speech.

The critical thinking component of the unit test, however, further supports the variety and inconsistency of student outcomes in critical thinking. Approximately one-third of the students receive perfect scores on the test's critical thinking question ("Write a paragraph arguing for or against the need for a constitution in a country's government. Provide at least one example that supports your argument.") (King, Unit Test, 3/12/15). One example of a response receiving full credit shows the student's critical thinking – making an argument, and supporting it with examples:

> A constitution is vital to a country's government. A constitution provides order and structure for a country. It tells you the right and wrongs of your country. Also it protects the people from wrongdoing of others and it enables you to rights that all civilians of a nation should have. Basically the constitution is a document that protects your rights and gives structure to your country. (Student B, Unit Test, 3/12/15)

Student B is able in this short response to retrieve important thematic information about the purpose of a constitution – providing order/structure, delineating rights, protecting all citizens – that he had learned throughout Mr. King's government lessons. He is further able to take these facts and use them as evidence for his argument statement, that a constitution is necessary and "vital" to the government of a country. This is the kind of critical thinking response that Mr. King has been working with students towards all unit. However, not all students are as successful in demonstrating achievement in this area; on this same critical thinking test question, one-third of the students receive partial credit, and one-third leave that question's answer entirely blank.

Inconsistency in achievement of Mr. King's critical thinking purpose can also be seen in other students' bill notes and speeches. Student K does not, in the end, create a full speech to be delivered at the class's visit to the state capital. His bill notes document reflects the gathering of very few supporting pieces of factual knowledge, and no resultant creation of a critically-supported response to the question of why his bill should be passed. Student K's notes consist solely of these few statements:

- This bill lets a person have legal gambling in their house.
- It should be able to involve one or more persons either physically or electronically.
- When the person gambles they should be able to receive anything that they win by playing any game.
- I believe my bill should be aloud [sic] because this is a free country. And adults should be able to gamble anywhere. (Student K, Bill Notes, 2/18/15)

Student K does not demonstrate factual knowledge related to his bill's issues, nor does he take these facts and weave them into a prose speech in support of his bill. His work reflects lack of achievement in both Mr. King's factual knowledge purpose and his critical thinking purpose.

Student G's demonstration of desired learning outcomes in his bill notes and bill speech achieve a minimal level of success – not as much as Student D's outcomes, but not as little as Student K's. Student G, arguing for a law that would prohibit parents from leaving young children unattended in a car, does try to craft an argument in his final speech, but does not successfully marshal enough variety of pertinent facts and details working in clear support of his argument.

> Children are the future of our nation… If guardians continue to abuse and neglect their children there will be consequences for their actions. House Bill six is important because child abuse and neglect is wrong and there needs to be consequences. Do I believe you should automatically go to jail for leaving a kid alone in the car? No, but I think there should be levels. There are some cases worth fines and others worth jail time. This bill should be made into a law because there should be different levels of punishment, children [sic] deserve to be treated just as you would want to be treated, and because of what past experiences of leaving children unattended in a car.
>
> I hate to see that a child died from abuse or neglect. In 2012 the state agencies estimated that 1,640 children die as a result of abuse or neglect in a year. Thats [sic] about 3 to 4 children a day. There have been many reports that a child has been left unattended in a vehicle or a house, but one that caught national attention

> was the Shanesh Taylor. Taylor (a jobless mother) left her two children unattended in a 100 degree car while she attended a 45 minute job interview. Taylor was originally charged with 2 counts of child abuse, but were eventually dropped for almost two years of parenting classes is a perfect punishment in my opinion. (Student G, Bill Speech, 2/25/15)

Student G does bring one key example to bear that has direct relevance to his thesis. However, his statistic cited about the number of cases of abuse/neglect is broadly related to his topic, though not truly relevant to his more specific argument about neglect by being left unattended in a car. Reading Student G's bill speech leaves me feeling that other statistics and facts would have been more appropriate in making his argument clearly supported with deeply relevant details.

Certain students seem to have reached desired outcomes through Mr. King's level of focus on the critical thinking purpose, while for other students, the operational characteristics of the critical thinking purpose have not achieved the same goal. Student work ultimately shows that Mr. King's desired critical thinking outcome seems to be achieved with far less consistency than his desired factual knowledge outcome. This result, however, is a fair reflection of the patterns in Mr. King's purposes navigation; while both factual knowledge and critical thinking are important, factual knowledge takes precedence, as described earlier in this chapter.

Mr. King's assessment results for desired student growth outcomes. Mr. King's reflection of how he informally assesses for desired student outcomes related to personal and communal responsibility – looking for increased occurrence of students calling each other "out" on inappropriate behavior, or taking action to help out a fellow classmate – is

supported by examples from lesson observations. Perhaps once in each lesson, a student confidently responds to a classmate about a behavior issue. During one lesson, when Student A is called on by Mr. King after raising his hand, and then Student C jumps in and answers without being called on, Student A defends himself with, "he didn't call on you!" to which several classmates retort to Student A, "but you do this all the time!" (Observation, King, 1/28/15). The students are comfortable occasionally reminding each other to stop calling out, or pointing out a learning misstep. During the review game prior to the unit test, one student is lagging behind the others in writing each of the three government branches on a separate piece of colored paper. When he asks Mr. King to help him out by writing the branch names on the board, his classmates chime in immediately and strongly, "It IS on the board already!" (Observation, King, 3/10/15). Mr. King's purposes navigation choices, which are focused on the purpose of growing students' sense of responsibility and accountability fairly consistently throughout different activity structures, seem to achieve their goal in the short-term.

One desired outcome component of responsibility, however, that does not seem to be as consistently achieved, is that of students' independently following of classroom instructions or behaving properly. Repeated directions occur frequently in Mr. King's lessons, as he seeks to have students take responsibility for expected classroom routines and obligations. However, similar to the frequency of minimizing distractions occurring in Mr. King's ongoing navigation of purposes, this part of the responsibility purpose is operational frequently because students are *not* taking that responsibility without the reminders and repeated instructions. On the other hand, the system of doom and swag points in place in class, does seem to be an effective method for achieving the

responsibility purpose. Students are given doom points only occasionally (out of 17 observed lessons, 11 of them had no doom points given to students, even though Mr. King nonetheless called attention to students' behavioral distractions in all of the observed lessons); it seems that Mr. King's focus on responsibility throughout the entire year has helped students understand that actions have consequences, and that some actions have consequences the students strive to avoid. In Mr. King's classes in this unit, desired student outcomes related to responsibility are sometimes achieved. Again, this result may be a fair consequence of Mr. King's purposes navigation patterns; responsibility is an important purpose, but is not focused on to the exclusion of other purposes. Its level of efficacy may be related to its level of presence in Mr. King's lessons.

The important role of nurturing the student-teacher relationship in Mr. King's purposes navigation choices is also borne out through anecdotal evidence in the observed lessons. Students walk into Mr. King's classroom eager to interact with him, to relate to him and to learn from him. While there may be some resistance to some learning activities (some students balked originally at the notion of having to give their speeches on the capital trip), Mr. King's trusting and caring relationship with the students does seem to compel them to try learning activities that might be difficult or unwelcome. On the field trip, every student in the class gave his speech in the Capitol, despite many of their assurances and guarantees just the day before, that they would not do so. The students respond to Mr. King's jokes, they tease him lovingly and respectfully, and they also come to him to help with problems that might have occurred outside of his classroom. During one lesson, Mr. King notices that two students, normally good friends,

are icy and tense with each other. Knowing that whatever they brought into the classroom will likely hinder their history learning for the day, not to mention Mr. King's positive classroom environment, Mr. King is readily able to get the two students to step outside with him, discuss the problem and put solutions in place to return everyone to a better classroom experience (Observation, King, 2/9/15). The students trust him, rely on him, and relate to him; these components of their relationship create a pleasant atmosphere of enjoyment, engagement and trust in Mr. King's history classroom. Mr. King's purposes navigation choice to give precedence to opportunities for developing the student-teacher relationship is supported with achievement of desired student outcomes in this area.

Summary of the relationship between Mr. King's purposes and desired student outcomes (Research Question 3). In this section, I have described the ways that Mr. King assesses, both formally and informally, for desired outcomes in student history learning and in student personal growth. Through analysis of formal student written work and anecdotal experiences in Mr. King's class lessons, I have explored the ways that Mr. King's navigation among his purposes connects to desired student outcomes. There is consistent evidence from student written assignments, projects and tests that Mr. King's prioritization of factual history knowledge results in student achievement in this area, while student outcomes are more inconsistent with regard to Mr. King's critical thinking purpose. However, since factual knowledge is more frequently prioritized over critical thinking in the reality of Mr. King's classroom decisions, it is not necessarily surprising that student critical thinking outcomes are not as reliably achieved. Anecdotal experiences, both from Mr. King's reflections and from my observations, form the evidence for student outcomes with regard to increasing responsibility and developing a

trusting student-teacher relationship; these generally positive outcomes align with Mr. King's proportional prioritization of these purposes. In general, the patterns present in Mr. King's navigation among purposes – even if this navigation is characterized as moving back and forth among various purposes in individual moments - seems to help influence his desired student outcomes. For the purposes that receive prioritization in Mr. King's decision-making, greater student outcomes more consistently are realized.

Summary of Findings for Novice Teacher Participant

In this chapter, I have described the context for the novice case study. In sharing details about the setting, novice teacher participant and teaching unit, I have sought to provide important background information for a fuller understanding of how Mr. King comes to his pre-planned and in-the-moment classroom decisions. I have also detailed the eight major purposes operational in Mr. King's teaching, and then explored patterns in how Mr. King navigates among these various purposes. Patterns in Mr. King's navigation among purposes have been described, both in general across all of his teaching in this unit, as well as within specific activity structures in his lessons, noting specifically which purposes take precedence over others, and which purposes co-occur with each other more frequently. Mr. King's purposes navigation has then been analyzed in light of desired student outcomes, as analyzed through formal evidence of student written work and through informal anecdotal evidence from the teacher's and my observations. Mr. King's purposes and his navigation in attending to these multiple purposes throughout individual teaching moments, help paint a picture of Mr. King's juggling act. Mr. King actively seems to be holding multiple balls in the air throughout most moments of his teaching, as his attention is consistently pulled in varying directions to respond in different ways to

different occurrences within each lesson. The end result of student outcomes in Mr. King's class reflects this juggling; some outcomes are kept active ("in the air") more than others, receiving more attention in his classroom balancing act, and student outcomes are not achieved consistently in all purpose areas. Occasionally, a ball may drop, and occasionally, Mr. King seems to intend and desire to keep more balls in the air than he is actually able to do so in reality, but Mr. King's general ability to keep his attention on particular balls at particular moments results in achievement of student outcomes that align with his focus and prioritization in class.

Chapter 5: Findings – Dave Teller (Experienced Teacher)

There are many different components to Dave Teller's classroom. Girls are finishing lunch while relaxing on the couch in his room. Other students are entering, putting their history books on their desks, ready for the next period. Homework papers are being handed in, and girls are asking questions about an upcoming assignment. As each student interacts with the other students and the history-images-filled space of Room 213, Mr. Teller is artfully managing every student, both individually and as a whole. He calmly responds to individual students, guiding them along to the next preparatory step before class can begin. He connects personally, genuinely and intently to whatever topic the students are talking about. He has the logistical and material components needed for the lesson already set and ready in the room and on students' desks. And, by the time he is ready to officially begin class, Mr. Teller is able to bring all of the disparate components together to form a cohesive whole, ready for the learning tasks ahead of them that period. In his classroom, Mr. Teller plays the role of the maestro, the conductor who uses his understanding of each individual part of the orchestra to smoothly manage all of the different parts of his classroom, bringing them together to create a harmonious whole working towards a clear end goal.

Setting

The Glen Park School looks like a college campus in miniature. Open grassy spaces, green even as winter is ending and spring is just beginning, are crisscrossed by cobblestone walking paths. Students move independently from building to building across campus in pairs or small groups, lively chatting with each other. Brick and sided buildings dot the hilly grounds, and students can be heard calling to their friends from

second- and third-floor windows nearby. A sense of school unity permeates the campus, as students are dressed in uniform clothing, including plaid skirts or school-color jumpers, with Glen Park logos on all polos and sweatshirts.

Glen Park is an all-girls independent college preparatory school serving grades K-12 (the school's preschool is co-educational), located in a nearby suburb of a mid-sized East Coast city. Founded in 1910, Glen Park seeks to create an environment to match the school's mission for its students, "To Be Rather Than To Seem" (www.XXX.org). This mission is connected to the school's five "core values" that are intended to inspire how Glen Park girls approach their education and their lives: "Be Authentic; Be Brave; Be Compassionate; Be Curious; Be Spirited" (www.XXX.org). The students enrolled at Glen Park come from families throughout the suburbs and the local city; the school also has a boarding option for high school students, and draws enrollment from across the country and internationally for that boarding program (www.XXX.org). With an annual tuition nearing $30,000, Glen Park offers need-based financial aid, as well as some merit scholarships, recognizing that "joining our community is an investment in your daughter's future. Financial aid affirms our commitment to help make a… [Glen Park] education available regardless of a student's economic means" (www.XXX.org). More official demographic data about the student body's SES and racial background could not be obtained from the school, but observations of the students walking the grounds, eating in the cafeteria and moving through hallways and classrooms show some racial and ethnic diversity within a majority White student population.

Even with the grounds, facilities and programs that Glen Park has to offer, the school's appeal to teachers and families may be found in its overall outlook about

shaping students' lives. Mr. Teller explains that he was drawn to teach at Glen Park specifically because "it is not an elite academic school… it has a social service component" (Interview, Teller, 3/31/15). Mr. Teller places high importance on the character value that this focus creates, stating, "I think that's really important, they talk about it all the time, about giving back" (Interview, Teller, 3/31/15). Banners and posters line the hallways and entranceways of the middle school building, providing inspirational messages about personal character growth and paths to success, advertising school resource assistance options, and calling proud attention to the students' written and artistic work displays.

Glen Park's academic diversity is also a hallmark of the community. Mr. Teller describes that the academic range of Glen Park's students was a factor in his choice to work there. "I just like the school. I think it has very smart kids and it has kids that struggle, have ADHD, and it tries to bridge the two" (Interview, Teller, 3/31/15). Glen Park's focus on creating a student community based on leadership and character, and not on academic or personal elitism, is strengthened by its "morning meeting" format, during which student leaders outline upcoming programs, highlight student accomplishments and celebrate school milestones (Observation, Teller, 5/15/15).

Up the central stairs and to the right in the middle school building is the seventh grade hallway. Padded benches, sofas and large, cushioned chairs line the spacious hall, and the nooks that serve as student lounges, while wooden cabinet-style doors form the students' lockers, all contributing to a homey, college dorm feeling to the space. Students' sports gear fills many available areas throughout the hallway as lacrosse sticks, helmets and bags of cleats and uniforms await their usage in today's after-school game

against another private school. Some girls gently kick a soccer ball back and forth in the carpeted hallway, while others are at their lockers taking out needed items for the next period, chatting with classmates. Some girls are sitting in the lounge areas, laptops open, as they work independently or in small groups. Teachers are largely absent from the common spaces, most of them remaining in their classrooms between periods. There is a feeling of autonomy in the air, as no clear bell or signal exists to indicate the time or the class schedule. Girls move on their own, seeming to know what is expected of them and where they need to be.

Some of Mr. Teller's section 7-2 American History students are already in their classroom, having finished lunch there, and are still talking with each other as the rest of the students start to trickle in. The students pack up their lunches, throw away their trash, step out to the hallway to retrieve their books and return to the room with the rest of their classmates. The room has a cozy feeling; the lighting is slightly dim, and the low ceilings create a sense of intimacy and separation from the rest of the outer world. Fifteen wide, curved individual desk/chair sets are in three long rows across the room. The teacher's desk, filled with papers, books and knick-knacks, is to the far side of the room, by the small windows, and the couch and additional cushioned chairs form a nook area in the far corner of the room. Students place their homework in a bin on top of a desk directly as they enter, and then take a seat. Student projects (student-created Facebook-page posters featuring Thomas Jefferson) are hung on the slim glass surrounding the classroom doorway and on the front and back of the door itself. Pictures and posters hang on every available wall space in the room, highlighting famous women in history. Twelve girls slide into their seats, quiet down on their own, and Mr. Teller turns to them while

standing at the front of the room. All eyes turn to Mr. Teller, and the symphony that is his teaching lesson – multiple components, ideas and issues brought together to form a cohesive theme and memorable experience - begins.

Teacher Participant: Mr. Teller as an Experienced, Deliberate Teacher

Much more than a "sage on the stage" (Interview, Teller, 4/9/15), Mr. Teller is an interactive teacher, guiding, probing and eliciting his students' learning during the back-and-forth discussion format that dominates his teaching style. Mr. Teller has been a history teacher (and soccer coach, math teacher, public speaking and filmmaking teacher) at Glen Park for the past six years, and taught history for nine years prior to that at another independent school in the same community (Interview, Teller, 3/31/15). Mr. Teller came to teaching with a diverse set of background experiences, including a BA degree in economics and performing arts from a New England college, a short soccer-playing career in Europe, and a stint at an acting career. While coaching youth soccer and working in a museum's youth education program, Mr. Teller realized that his true passion was working with children, whatever the environment, and turned his attention to developing his teaching career (Interview, Teller, 3/31/15). Earning his MA in Historical Studies from a local university while already having been in the teaching field for nine years, Mr. Teller acted on advice that "if you're going to teach a subject you have to be an expert in it" (Interview, Teller, 3/31/15). Mr. Teller credits his history higher degree as giving him deep insight and understanding into "how to write, how to read, how to look at history [and] the complexities of it" (Interview, Teller, 3/31/15).

In addition to emphasizing the complexities of history, Mr. Teller's teaching seeks to provide students with memorable experiential learning to create historical

understanding. “I think when you put in an emotional attachment to something you’ll remember it more” (Interview, Teller, 3/31/15). Mr. Teller expands on this important priority for him: “If you can put them [students] in that situation and put them in…the shoes of those historical characters, they get to understand why people do the things they do” (Interview, Teller, 3/31/15). He also believes that such experiential learning reaches all students:

> I decided on the experiential learning because the smart kid can get a lot out of it and they can get a lot more out of it in some ways, but the ADHD kid is engaged more. I tried to do more activities and getting them up and moving and doing more creative things, and they enjoy it. They experience it more. (Interview, Teller, 3/31/15)

Mr. Teller also brings to his classroom a deep sense of what he feels is important for his students’ personal growth. Mr. Teller cares deeply about the engagement of his students in his classroom, and seeks opportunities to increase that interest and engagement, both for students’ ultimate history learning achievements, but also for their growth as human beings. Through attention to who they are and their engagement with him and classroom learning, Mr. Teller also seeks to “understand seventh grade girls” (Interview, Teller, 3/31/15) and to make sure that their voices have an opportunity to be heard. Empowering his students to speak their mind with confidence is a major goal of Mr. Teller’s classroom. He believes that “kids need to feel like their listened to and that they have a place where they can voice their opinion” (Interview, Teller, 3/31/15), and Mr. Teller takes steps to create in his classroom an “environment where they feel free to speak up, voice their opinions” (Interview, Teller, 3/31/15).

Mr. Teller's Seventh Grade History Course / Wild West Teaching Unit

At the middle school at Glen Park, students student Geography in sixth grade, American History in seventh grade, and Ancient Civilizations in eighth grade. As the only middle school American history course, the units in seventh grade explore themes, and information related to the Revolutionary War, the Constitution, the Civil War & Slavery, Reconstruction and the American Wild West (before and after the Civil War). Over the six years he has been at Glen Park, Mr. Teller has developed this American history course, bringing with him some of the curriculum he used at his previous school. Mr. Teller states that he possesses a great degree of curricular and pedagogic freedom, as he is "independent with very few guidelines in how I plan and present the material" (Initial Questionnaire, Teller), and that "I choose the subjects because I'm not told the curriculum" (Interview, Teller, 3/31/15). He states, "it was my choice" (Interview, Teller, 3/31/15) to integrate a major thesis paper as an assignment in the Wild West unit, without being told by his school that this needs to be done in seventh grade history. Mr. Teller adapts and revises his lessons on an ongoing basis, sharing that he is willing to try new teaching approaches to see if they are successful: "There's an experiment every year, you never know if it's going to work" (Interview, Teller, 3/31/15). Some of Mr. Teller's ongoing revisions have included meeting with the school's resource coordinator to revise end-of-unit assessments for better student understanding opportunities, changing how he assigns and chunks background reading and checks on understanding the reading, and adjusting for the school's complex daily and weekly class schedule (Interview, Teller, 3/31/15).

The teaching unit being observed is the final unit of the year, focusing on several

aspects of the American Wild West. Student readings, lectures, discussions and activities explore issues related to: push and pull reasons for migration to the West; challenges and benefits to migration westward; the Gold Rush and its characteristics and impacts; the image and reality of the cowboy; Native American interactions, treatment and treaties; and the economic themes and impacts of the American movement to the West. Students complete background reading and short-answer questions each night at home, prior to that particular topic being discussed in school. Learning activities in the unit include: a trigger simulation on the first day during which the entire class sits on the floor in a taped-off area the size of a traditional covered wagon; guided note-taking on teacher-provided worksheets; short opinion response papers; a longer thesis paper; simulations and games related to supply and demand and the Gold Rush; videos; teacher-created powerpoints and class discussions; and collaborative work creating a small group original song related to the Wild West for the seventh grade "American West Idol" project and performance. The unit concludes with an in-class, no-notes written assessment, which asks students to marshal factual knowledge gained in this unit in response to analytical questions.

The teaching unit takes place over a six-week period from early April to mid-May. Frequent scheduling interruptions (Glen Park field trips, special programming, sports early dismissals for many students, and school standardized testing), lead to the unit being taught over 14 individual lessons, averaging 50 minutes per lesson. Mr. Teller's learning goals for this unit can be categorized related to critical thinking, writing and speaking (thematic understanding and argumentation related to complexities and multiple perspectives), to historical relevancy (to "not [just] intellectually understand it,

but experience and feel it" (Interview, Teller, 3/31/15)), and to background factual knowledge about the time period and related issues. Mr. Teller builds students' critical thinking skills through mini-response papers, the larger thesis paper about a topic of students' choice, the expectations he sets for participation in class discussions and kinds of questions he asks in class and on the final unit assessment. He helps create a sense of experiencing and feeling the history being studied through simulations and the American West idol project, and extensive use of videos and pictures during class discussions. Throughout all of the activity structures in place in Mr. Teller's Wild West lessons, the factual knowledge students are supposed to have gained from the reading and response homework assignments is assumed, utilized and built upon through mini-lectures interspersed with class discussions.

As Mr. Teller balances and weaves together his students' background knowledge, thinking skills, voiced and written argumentation, opinions, experiences in simulations, emotional reactions to historical material, engaged and active questioning, he is like a maestro conducting an orchestra. Each component of his classroom has its own characteristics, demands and potentially disparate role to play in his students' history learning and personal growth, and yet the feeling watching Mr. Teller's classroom is that of a cohesive whole. There is balance, smoothness and harmony as Mr. Teller ensures, as the master conductor, that all of the components come together seamlessly to serve the ultimate goal of this symphony's performance - student history achievement and personal growth.

Mr. Teller's Subject Matter and Classroom-Related Purposes, Across All Observed Lessons (Research Question 1)

It is not difficult to ascertain an understanding of the underlying purposes that drive Mr. Teller's decision-making in his seventh grade American history classroom. Mr. Teller strongly and clearly articulates those purposes throughout his interviews, and those same purposes come through in observations of his teaching, in the unpacking of the three video-watched lessons, and in the resultant purposes maps created from the deep analysis of those three lessons. Mr. Teller's purposes can be categorized broadly in a similar manner to Mr. King's: 1) history learning purposes (subject-matter purposes, aimed at particular goals for students' understanding of history specifically); 2) purposes for student personal growth (classroom-related purposes, which could be found in any subject's classroom); and, 3) purposes for managing the classroom (additional classroom-related purposes, also possibly present in the teaching of any subject). The next section will detail these purposes as found throughout the entire teaching unit.

Mr. Teller's history learning purposes. Mr. Teller is primarily guided by two major history learning purposes, while a third purpose serves as foundational background allowing Mr. Teller to focus during class time on his two primary purposes. At the heart of Mr. Teller's history learning purposes are, in equal emphasis: 1) developing students' critical thinking, critical speaking and critical writing skills; and 2) increasing his students' connection to the relevancy, importance, and memorability of studying history. Mr. Teller also makes decisions guided by the purpose of: 3) adding to his students' factual history knowledge, but this purpose is less actively emphasized during actual class time than the critical thinking and relevancy purposes. As was done with Mr. King's

coding categories, Mr. Teller's coding categories within history learning purposes emerged through repeated analysis of the data, as initial codes were combined and refined through connections with each other, to formulate larger themes (See Table 3.9 in Chapter 3). Mr. Teller's actions and decision-making while teaching maintain focus on these history learning purposes throughout all of his lessons, and help create a unified, clearly-defined approach for his students' history learning.

Mr. Teller's history learning purpose #1 – critical thinking. Mr. Teller's driving purpose of developing his students' critical thinking about history is evident, and incorporates several different aspects of what he emphasizes and repeats throughout his teaching. For Mr. Teller, critical thinking in history study is about understanding and unpeeling the layers of complexity in history, recognizing the multiple perspectives and interpretations that can exist in trying to understand historical events and choices made by people, and being able to make an argument backed up by evidence, both in students' speaking and in their writing.

Mr. Teller's students, knowing his penchant for emphasizing the complexity of history and the subsequent critical thinking skills involved in its study, have created a poster that hangs at the front of his room, quoting him: "'History is complex' – Mr. T" (Observation, Teller, 4/7/15). Mr. Teller labels this as the most important theme of his teaching, the major "issue of class overall: people are complex, human events are complex. I think kids laugh at me by now because I've said, "complex" all year" (Interview, Teller, 3/31/15). It is a major priority for Mr. Teller that his students explore history as a deeply human set of experiences, filled with the complexities, nuances and perspectives that make up all of human interaction, stating outright that this window into

human complexity is "why I want them [the students] to see them [complexities] about the West…We've talked about complexity all year" (Interview, Teller, 4/9/15). Mr. Teller's emphasis on students' insight into the complexities of history directly forms some of the questions he asks students in class, pushing students to see, for example, below the surface of a video about Native American interactions during American westward expansion by asking "what's very complex about that?" (Interview, Teller, 5/20/15).

Complexity in history, and the critical thinking required of students to intelligently discuss these layers of complexity requires students, in Mr. Teller's thinking, to understand that there are multiple perspectives in any historical event. He dedicates much classroom discussion time to questions of whether the treaties offered to Native Americans were fair (Observation, Teller, 5/11/15), to debating the benefits and the consequences to sudden population explosion around gold locations in the west (Observation, Teller, 4/9/15), and to exploring the various reasons that an American would be pushed or pulled to migrate west as well as the dangers and challenges of embarking on such a journey (Observations, Teller, 4/7/15; 4/8/15). In one of the unit's simulation activities, Mr. Teller assigns students to different jobs and commensurate salaries. In an effort to help students understand that different people make different buying and selling decisions based on their salaries and careers, and that the law of supply and demand becomes wrapped up in those decisions, Mr. Teller spends considerable class time unpacking and debriefing students' experiences earning different salaries, eager for students to share their perspective in how they made their financial decisions (Observations, Teller, 4/8/15; 4/9/15). In the debrief of this supply and demand

simulation, Mr. Teller guides the students in sharing their perspectives, setting them in context, and describing the similarities and differences of their experiences with those of their classmates (Observations, Teller, 4/8/15; 4/9/15).

Mr. Teller's motivations for this teaching style, focused on developing historical critical thinking, are clear: "I've been in classrooms where they just teach the facts, and they teach the terms, but these kids are actually starting to work out, well, it depends [on the context and other factors]" (Interview, Teller, 4/9/15). Mr. Teller would prefer to help students see that historical figures and historical events are not black and white, nor simply understood. Most events and people studied in history "have good and bad" aspects to them (Interview, Teller, 3/31/15), and by trying to make sense of the good and the bad, students of history can gain a more complete understanding of what may have occurred, why, and with what implications. Mr. Teller "want[s] them to see there's pluses and minuses to everything… with good comes bad, and you have to think, are the benefits outweighing the consequences?" (Interview, Teller, 5/11/13). This is a focus that has been part of Mr. Teller's teaching throughout the entire year-long course: "We talk about this all year with inventions: it brings good but it also brings some bad. As a historian, you want to judge, but at the same time there are consequences to whatever it is you do" (Interview, Teller, 5/11/13). Through this process of teacher guidance to see multiple perspectives in history, Mr. Teller's students begin to develop their own multi-layered understanding, using the skills as developed under his direction.

It is not enough, however, in Mr. Teller's goals regarding history critical analysis, for students just to be able to listen and think critically; they must also be able to make solid, well-supported arguments related to historical questions, both in their speaking and

in their writing. Using critical thinking skills to then take a stand, and make an argument regarding the students' opinions about one of the perspectives being studied is another major component of Mr. Teller's critical thinking focus. Mr. Teller spends two entire class lessons in this unit to practicing the development of a thesis statement, thesis opening paragraph, and thesis paper (Observations, Teller, 4/10/15; 4/29/15), makes a final independent thesis paper one of the culminating projects of this unit (Interview, Teller, 3/31/15), and includes argumentation questions on the final unit test (Unit Test, Teller, pp. 4-7). During one of these lessons, he provides students with examples of thesis introductory paragraphs, and asks them to assess the relative strength of the argument and paragraph structure (Observation, Teller, 4/10/15). In the final review game before the end-of-unit test, students are given extra points if they include supporting evidence to back up their opinion responses (Observation, Teller, 5/11/15).

Mr. Teller's focus on developing his students' abilities to explore the complexities and perspectives of history forces them "to debate it" (Interview, Teller, 5/20/15) and helps them reinforce the historical knowledge they have gained in the background, since they've "got to use the facts" (Interview, Teller, 5/20/15) to make a well-supported argument. After showing the students a video about the race to build a transcontinental railroad, Mr. Teller asks them to respond critically during discussion to a quote from one of the characters in the video who stated, "America is the only country that could pull off this feat" (Observation, Teller, 4/17/15). True to his emphasis on making a critical, supported argument about history, Mr. Teller does not accept simple statements of agreement or disagreement with this quote, instead admonishing students to "provide examples [and] back up your opinion" (Observation, Teller, 4/17/15). When students

discuss whether they personally would choose to migrate west or remain in the east, Mr. Teller urges them to "explain why" (Observation, Teller, 4/7/15), using examples from background reading and the guided worksheet they have been given.

Mr. Teller understands historical critical thinking as a combination of complexities, multiple perspectives and argumentation. However, these discrete aspects of the larger purpose of historical critical thinking are not differentiated or labeled as such to students. Rather, Mr. Teller weaves them together, discussing and guiding students to, all at once, utilize argumentation in exploring the issues that multiple perspectives raise in the complex picture of historical study. See Table 5.1 for examples of critical thinking topics of lessons and the researcher-labeled perspective- or argumentation-focused components co-occurring in each lesson.

Table 5.1

Examples of Mr. Teller's Critical Thinking Topics and Interweaving of Researcher-Determined Perspectives and Argumentation Focuses

Lesson Number	Critical Thinking Topic	Researcher-Determined Perspectives Focus	Researcher-Determined Argumentation Focus
Lesson 1	Push and pull factors and dangers of migration	"Why would some people go and some people choose to leave?"	"List the dangers that would keep you from going."
Lesson 2	Different salaries lead to different buying choices	"Why did Jessica act this way, and Samara acted this way?"	"How did the sellers' tactics change because it was the final round, and what does that show about supply and demand?"
Lesson 3	People's reactions to gold/candy rush; more on buyer/seller debrief	"What was different about Debbie's and Samara's ability to get candy?"	"Explain why you felt that what the seller did was not fair."
Lesson 4	Assorted examples of thesis intro paragraphs on	"How else could you have made that argument?"	"You want to get to your main argument quickly. The details come after."

	many history topics		
Lesson 5	American West cowboy vs. Hollywood cowboy	"Why would Hollywood create a different image of the cowboy than your reading gave?"	"Where in your text did it say that?"
Lesson 6	*No critical thinking topic (Idol group work)*		
Lesson 7	Benefits and dangers of transcontinental railroad	"What was good and bad about building this railroad?"	"What part of the video gave you that idea?"
Lesson 8	*No critical thinking topic (Idol group work)*		
Lesson 9	*No critical thinking topic (Idol group work)*		
Lesson 10	Inevitability of war between U.S. and Native Americans	"Your group has to pick which side it wants to take."	"Find evidence in your text to support your thesis."
Lesson 11	Quote about better if buffalo are killed off	"Why would a person think this way?"	"What examples show he was correct?"
Lesson 12	*No critical thinking topic (Idol group work)*		
Lesson 13	*No critical thinking topic (Idol group work)*		
Lesson 14	Native American options to treaties	"What different choices could the Indians have made?"	"Were these treaties fair? Back up your opinion."
Lesson 15	*No critical thinking topic (Idol presentations)*		

In this regard, Mr. Teller teaches his class with one overarching, unified, different-aspects-working-together theme – that history is complex and requires critical understanding – even though that theme is made up of individual components. In Mr. Teller's classroom, the individual components are brought together so that this overall message is reinforced and heard throughout all learning, and that all individual parts - argumentation, multiple perspectives, critical speaking, critical writing, complexities – work seamlessly together almost as one singular purpose in his history teaching.

Mr. Teller's history learning purpose #2 – relevancy. As much emphasis as Mr. Teller gives to building students' critical thinking skills in history, he also gives to providing his students with opportunities to "feel and experience history," (Interview, Teller, 3/31/15), thereby making history more real and memorable for the students. Like Mr. Teller's understanding of critical thinking, Mr. Teller's conception of historical relevancy consists of several different aspects, including developing students' sense of historical empathy and making connections between history and the students' world today, all the while creating remarkable learning experiences to help students "remember it forever" (Interview, Teller, 3/31/15).

The use of simulations and primary source material are just some of the means through which Mr. Teller seeks to help his students feel and experience history. Mr. Teller sees opportunities to help students feel what was felt during history, as best as possible in modern times, as beneficial to their history learning. "If they [students] can walk out of…[my classes] with an experience…. that's for me the most important thing" (Interview, Teller, 3/31/15). As described earlier, the Wild West unit begins with a lesson that simulates the living conditions (at least by size and shape) of travelling in a covered wagon, asking the students to keep all of their belongings with them in the taped-off area, and conducting the entire class discussion and note-taking while students sit uncomfortably cramped together in the taped-off area on the floor (Observation, Teller, 4/7/15). The next day's lesson sets the stage for turning the abstract ideas of supply and demand into more concrete experiences, as students play the role of buyers and sellers with a limited supply of different candies that the students get to keep if purchased. Sellers can change prices based on market factors they observe, and buyers use the power

of their pretend money to influence sellers' prices (Observation, Teller, 4/8/15). The day after that finds students in a brief simulation, unknown to them until afterwards, of the gold rush, as Mr. Teller announces to the class that there is candy hidden in a part of the room and that "whoever finds it first gets to keep it" (Observation, Teller, 4/9/15). Students complete written assignments that ask them to step in the shoes of people in history, including a creative writing homework assignment creating a letter home from someone explaining his choice to move west, and a section on the end-of-unit test which asks students to draw and label pictures of their "new life out west" (Unit Test, Teller, p. 3). "I'm trying to get them to be out there, so I make them draw it. Experience it" (Interview, Teller, 3/31/15).

Students' opportunities to feel and experience history in Mr. Teller's class are not limited to teacher-created simulations. A major project in this unit has students working in small groups to create, practice and perform an entry into Mr. Teller's "American West Idol" contest. Performing in front of the entire middle school, students take modern songs and change the lyrics to reflect an experience from the Wild West period. Idol groups in this class choose to delve more deeply into the appeal of following the gold rush, the dangers of being part of John Sutter's initial group, and the challenges of choosing to migrate west. Each group sets a contextual tone through song choice, costume and scenery ideas, and choreography and blocking, and creates original lyrics to deliver the historical information and issues surrounding their selected experience (Observation, Teller, 4/17/15). For Mr. Teller, experiences help make history learning more memorable for students. "They remember the facts much more because they're feeling. It gets them to feel and gets them to talk about history" (Interview, Teller, 3/31/15). His experience with

students who have participated in this project in past years shows him that "they'll remember this much more than a paper they wrote" (Interview, Teller, 4/24/15). Students "ultimately… find themselves in it [history] but I also think as they find themselves they can understand it [history], as well. It goes both ways. It always is dual" (Interview, Teller, 3/31/15). Students "have to use everything they're learning" (Interview, Teller, 3/31/15) in these simulations and projects, and by integrating all of their learning on the topic into an experience or simulation, students, Mr. Teller believes, solidify their learning. "They can talk about it because they remember the experience of it rather than me lecturing or them reading…they've done it" (Interview, Teller, 3/31/15).

Mr. Teller also makes frequent use of photos, videos and primary source material to help make the historical learning more real to his students. One lesson includes ten minutes of still images of the weather and travel dangers for Americans moving west (Observation, Teller, 4/7/15); another lesson uses one particular scene from the movie "Dances With Wolves" to call students' visual and emotional attention to the devastation of buffalo hunting on the Native American way of life (Observation, Teller, 4/30/15). Mr. Teller also believes that primary source documents also help the students gain a sense of the power and relevancy of the real people who lived through these historical events. In reviewing the choices that Native Americans might have had in responding to westward migration, forced resettlement, threats and government treaties, he shares with his students:

> I have a book up here, a journal from Eastman…. He actually was trained as a Sioux warrior until the age of 16. His father had disappeared when he was young and his father all of a sudden came back from the white man's world, as he called

> it in his book. His father showed up when he was 16 years old. As soon as he got initiated as being a warrior, his father came and said, "You're coming back with me and I'm giving you an American education.'… It's an amazing journal, and it's written by a Native American. It's one of the few primary sources we have. (Observation, Teller, 5/11/15)

Mr. Teller reflects on the benefits he sees in using primary source and visual material in an earlier unit on slavery:

> I get these beautiful stories and they're so alive and so vivid and the kids really take what we talk about, because they read primary sources about the ship and the stench and the mucus and the vomit and the blood and the feces, and the kids are horrified, and the pictures.…that's kind of what I'm about. (Interview, Teller, 3/31/15)

While Mr. Teller expresses that he does not always love using powerpoint presentations to teach, he frequently chooses to do so anyway because "with kids, I like pictures" (Interview, Teller, 3/31/15). He even expresses this idea to students, stating in one lesson, "There's [*sic*] some pictures in here that I wanted to show you even though I don't like all of them" (Observation, Teller, 5/11/15). He intently searches for a picture book of clothing, hairstyles and artifacts from the Wild West period (Observation, Teller, 4/23/15) to help students create a more "authentic" (Interview, Teller, 4/24/15) presentation for their American West Idol performance. Visuals and primary source documents help make the historical period more "fascinating" (Interview, Teller, 4/24/15) and real for students: "I just think it makes the impact more. You'll hear the wow" (Interview, Teller, 5/20/15). Mr. Teller selects these relevancy-creating activities -

simulations, visual artifacts and primary source material - to help connect the students to the past, and help them gain a stronger sense of feeling what it might have been like to live through these historical experiences.

Historical relevancy in Mr. Teller's classroom, however, is not limited to experiences of historical empathy; relevancy is also found in teaching activities that help connect the past to what the students know of their lives and the world today. Mr. Teller takes opportunities throughout his teaching to point out elements in history that have shaped our world. The Wild West unit, with its particular thematic focus on economy (Mr. Teller's frequent references in class to "money, money, money, money" or "ch-ching, bling, bling" emphasize this theme (Observations, Teller, 4/7/15; 4/8/15; 4/9/15; 4/10/15; 4/29/15; 5/11/15), leads to many opportunities for Mr. Teller to point out connections between history and the world today. Discussions about factors influencing pricing and supply/demand lead to a comment that in today's economy, "bathing suits are cheaper in the winter" (Observation, Teller, 4/9/15). Installment buying, popularized during the settlement of the West, is explained to students akin to credit card purchases today (Observation, Teller, 5/11/15). Information about the structure and organization of the parties involved with treaties between Native Americans and the U.S. government is shared by comparing how governments make agreements today (Observation, Teller, 5/11/15). Students are asked to consider pros and cons of migration as they would think about these issues in their personal lives today, and then are asked to see parallels in the context of the 1800s move westward (Observation, Teller, 4/7/15). Mr. Teller strongly believes that an understanding of the issues surrounding the Wild West period helps students understand how their world became what it is.

> The West helps really industrialize this country. The country was already humming, the north was, especially, but the settling of the West, the resources and the money… and the immigrants that it just pulls those new ideas, those new mind, new cultures coming into this country, it explodes with inventions. It's just unbelievable and I think the West is one of the pieces that I want them to see plays in that part of what I think is really modern America. I mean the West really settles the country and makes it a world power, eventually. (Interview, Teller, 3/31/15)

For Mr. Teller, seeing oneself in history, and seeing history in one's world today, help make history learning something "they [students] remember…forever" (Interview, Teller, 3/31/15).

Mr. Teller's history learning purpose #3 – factual history knowledge. Taking up far less time in each of Mr. Teller's history lessons, but nonetheless still present as a purpose driving his teaching decision-making, is Mr. Teller's goal for his students to have working knowledge of historical facts and information. Mr. Teller chooses, however, through his use of background reading and writing homework assignments, to set this factual acquisition process as something that occurs on the students' own time, and is not the primary focus of the learning activities they do together during class periods.

Most factual knowledge is shared with students via their homework reading and writing assignments; this approach allows them to come to class armed with background information and better prepared to engage in the thinking extensions and analysis that take place through class activities:

> I used to give a lot of questions and a large chunk of reading and say, 'Okay, in a week, do this,' but…after experimenting, if I do short readings, what I call, 'short bursts,' 3 or 4 pages and give them 5 to 7 questions that really focus on the reading I want them to get out of it, the kids come to class… they've already done the reading. (Interview, Teller, 3/31/15)

The "short bursts" homework assignments help focus the students on key ideas and information from the readings; while some of the short burst questions can be categorized as touching on critical thinking, most of them (30 out of 38, or 79% of the questions) deal with assimilating factual information from the reading homework assignment (see Table 5.2 for the short burst questions, along with each question's researcher-designated history learning purpose).

Table 5.2

Mr. Teller's "Short Burst" Homework Questions and Researcher-Designated History Learning Purpose Categories

Question Set Number	Question	Researcher-Designated History Learning Purpose
1.1	What was the real issue between settlers and Native Americans when they fought?	Factual Knowledge
1.2	What is an economic depression?	Factual Knowledge
1.3	What were challenges to living out west?	Factual Knowledge
1.4	What good things did settlers find in the west?	Factual Knowledge
1.5	What did the author mean by saying "America was becoming an industrial and agricultural giant?"	Critical Thinking
2.1	Briefly explain how did the longhorn industry originated. Make sure you identify what cattle were good for.	Factual Knowledge
2.2	How and why does Chicago become the meatpacking capital of America?	Factual Knowledge
2.3	Describe the cowboys. Give at least three descriptions	Factual

	and explain what their jobs were.	Knowledge
2.4	What were some of the obstacles that cowboys faced out on the range?	Factual Knowledge
2.5	What kind of life did cowboys live?	Factual Knowledge
2.6	Who were these cowboys and how did they judge each other?	Factual Knowledge
2.7	What two ingenious inventions ended the era of the cowboy and cattle herding?	Factual Knowledge
3.1	Who is Leland Stanford and Thomas Durant and what where their respective companies?	Factual Knowledge
3.2	Who signed the Pacific Railroad Act in 1862 during the Civil War and why does Hakim note that this feat needed "sight and imagination?"	Factual Knowledge & Critical Thinking
3.3	Why was building the railroad so difficult-next to impossible?	Factual Knowledge
3.4	What types of workers did both railroad companies employ?	Factual Knowledge
3.5	Name five dangers that railroad workers faced.	Factual Knowledge
3.6	Why are Durant and Stanford seen as crooks? Explain.	Critical Thinking
3.7	In the end, what good does the Transcontinental Railroad bring to America and in your opinion is it worth it?	Critical Thinking
4.1	What sort of problems do the farmers encounter out West?	Factual Knowledge
4.2	How did farmers get water out on the Plains?	Factual Knowledge
4.3	How does the Homestead Act inspire people to go out West?	Critical Thinking
4.4	Who were the homesteaders?	Factual Knowledge
4.5	How do the homesteaders protect their land from cattle and buffalo and how does this new invention affect cowboys?	Factual Knowledge & Critical Thinking
4.6	How does farming differ out West in comparison to the old farming in the East?	Factual Knowledge & Critical Thinking
5.1	What two new inventions change farming on the Plains and how do they change it?	Factual Knowledge
5.2	How does Cyrus McCormick change the way business is done in America at that time? (Name the three new business techniques listed in the reading that are used	Factual Knowledge

	today)	
5.3	What does the author mean by saying that farming was in the midst of a revolution?	Critical Thinking
5.4	How does this revolution affect small farmers? Explain.	Critical Thinking
5.5	In what ways do American scientists and the Federal government try to aid farmers?	Factual Knowledge
6.1	What does Lincoln think of the Native Americans?	Factual Knowledge
6.2	What was the main problem between Native Americans and settlers?	Factual Knowledge
6.3	What important resources to the Native Americans do American settlers destroy?	Factual Knowledge
6.4	Why is it that Americans' sense of individualism does not mesh well with the Native Americans' sense of community? In your opinion, is this differing viewpoint on life going to lead to War? Explain.	Critical Thinking
6.5	In what ways were Native Americans outmatched by the settlers?	Factual Knowledge
6.6	Internet Research: General Sherman's "final solution" is eerily similar to another famous leader's same program for the Jews in Germany during WWII. Who is this leader and what does "final solution" mean?	Factual Knowledge
6.7	What were reservations and were they profitable for the Native Americans?	Factual Knowledge
6.8	What are your thoughts about how the Indians were treated and their final outcome? Is it true that only the fittest survive and the Native Americans were just not strong enough to keep what they had? Or were Americans greedy and unfair to the Native Americans? Was cooperation even possible?	Critical Thinking

The short burst homework assignments are not a major focus on class time; they are submitted at the beginning of each class they are due, without even a reminder or a review of them from the teacher. Mr. Teller's students then take the facts that they have read about the night before, and make use of them in their assignments and projects. "They're using all the facts that they're learning, whether it's the Homestead Act or the Desert Land Act, you have to use the facts and put them in your [assignment]" (Interview, Teller, 3/31/15). Mr. Teller does devote some limited class time to the sharing of information directly with students. When a subtopic arises in class, or when Mr. Teller feels there is a set of important information that the textbook did not address, Mr. Teller will take a few minutes to write on the board or share via powerpoint, factual information that the students should take as notes (Observations, Teller, 4/10/14; 4/17/15; 4/29/15).

Factual recall is also a component of Mr. Teller's assessment of student learning. A pop quiz on the 5th day of the unit asks students to fill in the blanks to show understanding of the definition of the law of supply and demand and to list "two negative consequences of gold mining" as the readings and class lessons had shared (Observation, Teller, 4/14/15). In the review conducted prior to the end-of-unit assessment (Observation, Teller, 5/11/15), and in some parts of that end assessment, Mr. Teller asks students to share back information they have remembered (e.g. "name two new business practices" developed because of the move westward and the subsequent Industrial Revolution (Wild West Unit Test, Teller, p. 1)) and the entire extra credit section which is "fill in the blank" using key vocabulary from the unit (Wild West Unit Test, Teller, p. 8).

Mr. Teller feels that this approach – keeping most of the factual acquisition out of

the regular lesson time – helps students deepen their historical understanding and learning experiences in class. “I started realizing: shorter readings, shorter amount of questions for some reason, kids rise up and they do it and it's not such a chore but they come ready... [for] unpacking and using it in the classroom” (Interview, Teller, 3/31/15). Mr. Teller recognizes that command of factual knowledge is important, but in his classroom, obtaining factual history knowledge serves the greater-emphasized purposes of critically thinking about history and finding history’s relevance. “I give them the facts, but they're experiencing and asking questions in class” (Interview, Teller, 3/31/15). In fact, the final assessment, while requiring students to demonstrate factual knowledge, most often requires this knowledge to be used in service of Mr. Teller’s critical analysis purpose (using facts as details and examples in their arguments, etc.). The presence of simple straight-up recall and demonstration of simple vocabulary knowledge, is relegated to the extra credit section. In this vein, Mr. Teller is making it clear to his students that factual knowledge is ancillary background material, that is important largely when serving the greater purpose of making historical arguments, writing and thinking critically and argumentatively, about history. In Mr. Teller’s orchestra (his history classroom), the harmony instruments (students’ factual knowledge) help create the final overall successful orchestra sound (students’ overall history learning), but the harmony (factual knowledge) is background to the more-emphasized melody (students’ history critical thinking and relevance) of Mr. Teller’s classroom. As the maestro of this orchestra, Mr. Teller chooses learning activities that allow the factual knowledge “sound” to come through just enough to support, and magnify, his students’ critical thinking and history relevancy learning.

Summary of Mr. Teller's history learning purposes. Mr. Teller's history learning purposes place him between the research literature understandings that describe history teachers dedicated to a single, consistent purpose and those who operate with multiple, constantly shifting purposes (as described in Chapter 2). Mr. Teller possesses a strong consistency of purpose – critical thinking and relevancy, often interwoven and operational over long stretches of time (see Teller Purposes Maps in Appendix M) drive his classroom decision-making, with factual knowledge playing a background, supporting role. However, despite strong consistency and minimal moment-to-moment shifting of purposes, Mr. Teller yet operates with multiple purposes informing his decision-making. Neither critical thinking, relevancy nor factual knowledge alone exist as a singular history learning goal for Mr. Teller's teaching; rather, they act "in concert" with each other to contribute to the symphony of history learning in Mr. Teller's classroom.

Mr. Teller's student growth purpose. Mr. Teller makes it very clear that he holds a major purpose in his teaching that relates to concerns beyond those of his students' history learning. Mr. Teller sees his role as teacher as also serving his students' personal growth, particularly in empowering them to be well-spoken, young women who confidently voice their opinions. Mr. Teller artfully finds ways to smoothly integrate his empowerment purpose within his history teaching each day.

Mr. Teller's student growth purpose – empowerment. Operating alongside Mr. Teller's history learning goals for his students is his goal of helping to give his students a safe, comfortable place for their voices to be heard.

> You've got to understand seventh graders… they also want to be heard, and that's one of the things that you just got to understand....These girls are not heard at

> home. They're seventh grade girls, they're 13 years old, their parents don't listen to them very often, they're not really allowed, 'Hey, what do you think about this," very often, so I do that in my classroom…. They listen to each other and they feel comfortable to just say, "This is the way I feel about it." (Interview, Teller, 3/31/15)

Mr. Teller feels that empowering his students to find their voice, express their opinions, and meet with a listening ear and respect in return, helps them tremendously as they grow up to become productive young women.

> You see a girl's hand [stating a personal belief about politics or society]… I think that's important to create [that environment] in the classroom, but you're trying to create them as people, too, human beings.... You've got to listen. I think that's the most important thing with seventh grade girls, you've got to listen to them… it's… about empowering them to give them a sense of self and to explore that. (Interview, Teller, 3/31/15)

Mr. Teller's empowerment purpose is not just something that he states as important; elements of Mr. Teller's classroom decisions give his students opportunities to express opinions, find their voice, and be validated for choosing to speak their mind. He actively empowers his students by providing them with opportunities to engage in the back and forth of idea-sharing discussions. Interactive class discussions, with comments and questions ping-ponging back and forth between the teacher and students, and between students and each other, appear in every lesson during which the class is working as a whole (Observations, Teller, 4/7/15; 4/8/15; 4/9/15; 4/10/15; 4/17/15; 4/19/15; 4/29/15; 4/30/15; 5/11/15). Mr. Teller explains this deliberate choice of activity

structure in his classroom, electing to engage his students in discussion for the purpose of empowering them to share their opinions:

> They need to talk up more. They need to start voicing their opinions much more. I mean, I think about my schooling for my masters in History, and we just got lectured for two and a half hours…. I don't mind lectures, but I'd rather have discussions. (Interview, Teller, 4/9/15)

Whenever Mr. Teller engages in a back-and-forth discussion with a student, his eyes, body language and attention seem to be fully given to that student (Observations, Teller, 4/7/15; 4/9/15; 4/23/15), showing that student that he cares about whatever she has to say. "Even here I feel like I'm just talking to Susan. I'm listening to her, it's her voice" (Interview, Teller, 4/24/15). Mr. Teller sees this intentional listening as validating his students' contributions.

> You can't discount their ideas; sometimes the wackiest, most abstract ideas are gold. A girl…came up with the most abstract idea [and] the girls in her group are like, "Guys, don't." Then we started talking and I was like, "Oh, my God. Zoya, that abstract idea actually is gold." The girls [in her group] are like, "That's deep." It was such an abstract idea and the girls put it down, and I almost did [too] and I'm like, "Wait a minute. That could actually work.... (Interview, Teller, 4/24/15)

Mr. Teller asks his students history-related opinion questions in class discussion and on assessments (for example, "Were the Indian treaties fair?" (Observation, Teller, 5/15/15) or "Did everyone think the same thing? Feel the same way or no?" (Observation, Teller, 4/9/15)), both for the purpose of developing their critical thinking in history, and for the purpose of "giving them a voice. They have to think, 'What would you do?'… they're

having their own voice, their own opinions" (Interview, Teller, 5/20/15).

The empowerment Mr. Teller is trying to teach is also designed to help give them confidence and strength for what they will encounter in school and in life. In trying to instill this confidence, Mr. Teller often finds himself telling his students to follow what their feelings tell them to do, and to "'just go'" and feel confident about taking next steps in a project (Interview, Teller, 4/24/15). Mr. Teller also tries to empower his students in their confidence about what they have already learned and can produce. He chooses deliberately, during the pre-assessment class review, to not allow the students to use their notes:

> They've already done studying, and let's see what you know and what you remember and you can recall. I think that's important to do during a review; don't let them [use notes]. Because then they're relying on something, and they're pretty soon not going to be able to rely and they're are going to see they know more than they think. (Interview, Teller, 5/20/15)

Mr. Teller recognizes that he has created a reputation for his course "as a tough, hard class," (Interview, Teller, 3/31/15) and does so purposefully, wanting to teach students that they ought to "get used to pressure" in life (Observation, Teller, 4/23/15) and that this class, and all of seventh grade at Glen Park, is meant to help them practice operating under pressure situations. Through these practices, Mr. Teller is seeking to empower his students, showing them what they are capable of accomplishing.

Empowerment through confidence-building also occurs whenever Mr. Teller finds opportunities to praise his students for great ideas and great thinking. Most lessons include at least one major compliment to a student. When a student begins the review

game by choosing a difficult question to start things off, Mr. Teller responds, “You’re going hard - I love it!” (Observation, Teller, 5/15/15). During another lesson, a student is asked to repeat her insightful comment: “Wow, Kanetzky, say it again!” (Observation, Teller, 4/9/15). After a fruitful discussion about issues related to the gold rush, Mr. Teller praises the class, “You guys are good. This is really good. You guys are like perfect” (Observation, Teller, 4/9/15). Further confidence-boosting praise continues later in the same lesson: “That's a really good point. I didn't even think about that. That's fantastic” (Observation, Teller, 4/9/15). Mr. Teller is firm in not allowing the students to doubt themselves; during group work on the American West Idol project, he chides students, “don’t judge yourselves!” (Observation, Teller, 4/23/15) when they downplay and criticize their own progress and performances before they practiced in front of him.

In fact, the entire American West Idol project also serves to help students build their sense of self-confidence; Mr. Teller recognizes that asking seventh grade students to perform an original song and dance in front of the entire middle school “is nerve-wracking” (Interview, Teller, 4/24/15), but that once they have performed, the students feel “very proud” of what they pushed themselves to accomplish (Interview, Teller, 4/24/15). He dedicates much class time and discussion with Idol groups to help them polish their production’s entertainment quality, helping students feel “less nervous” (Interview, Teller, 4/24/15) about performing in front of the entire middle school.

Summary of Mr. Teller’s student growth purpose. In Mr. Teller’s class, confidence and empowerment are valued. Mr. Teller sees his classroom as “an environment where they [students] can find themselves and find their voice, and find what their opinions are” (Interview, Teller, 3/31/15). By helping students voice their

opinions, know that their ideas are respectfully heard, receive praise for their contributions, Mr. Teller believes that he is "empowering them… and start[ing] them on that process [of becoming confident human beings]" (Interview, Teller, 3/31/15). Student empowerment is made possible by turning history learning into opportunities for students to express their voices; history learning, in turn, is supported and enriched by student opinions and interpretations. Mr. Teller's purposes continue to intertwine, consistently and seamlessly supporting each other.

Mr. Teller's classroom management purpose. There remains a final overall category of Mr. Teller's underlying purposes, which helps to create the environment in which he believes his history learning and student growth purposes can be most successful. In Mr. Teller's classroom "orchestra," his classroom management purpose of creating student interest and engagement acts as the percussion section, keeping everything in rhythm and in time, and tying all of the elements of the classroom together. Student interest and engagement are not only a desired classroom result for Mr. Teller; student interest and engagement also serve the purpose of supporting the other two purposes categories by promoting making history learning memorable for the students, and by motivating students to be involved in class, sharing their voice.

Mr. Teller's classroom management purpose – maintaining student interest and engagement. Mr. Teller believes that maintaining student interest is critical for students' overall success in a classroom, but also recognizes that "making it [learning] interesting and getting them interested in it" is "one of the challenges" of teaching his history course (Interview, Teller, 3/31/15).

I try to put myself in their place. I'm sitting in the classroom. If I lectured the

> whole time, I'd be bored. I would. I'd be terribly bored. What would I want to do? That's why the Civil War dinner, the overnight field trip, the kids loved the overnight field trip, it's a novelty for them. How do you make this class fun for them and they get interested and they want to participate, but also to work hard. (Interview, Teller, 3/31/15)

Classroom management, student learning and student growth all improve, according to Mr. Teller's thinking, when students are actively interested and engaged in the lesson activities. When classroom behavior interruptions occur, Mr. Teller feels that as a teacher,

> Your job is not ... to oppose them… or try to shut it down….. It just pops up everywhere and you lose control….you can use that energy, and use it to get them focused because they're obviously excited. (Interview, Teller, 4/9/15)

When Mr. Teller makes choices to proactively maintain student engagement, he has captured their interest in a way that avoids or addresses covertly the distracting behavior. Because students are engaged and interested, they focus on class with something to contribute meaningfully and positively; because students are engaged and interested, there are fewer distractions and distracting behaviors. "I haven't had any problems this year of people calling out... I feel like I've never had too many problems in the classroom with kids" (Interview, Teller, 3/31/15). Mr. Teller finds opportunities to create his desired student interest, and therefore proactively maintain management of his classroom, in multiple ways throughout his teaching. He plans lessons with activities designed to engage students, and he develops a relationship with students based on caring about their opinions and their culture, as a means of keeping students interested and connected to the

lesson. As the maestro of his classroom orchestra, Mr. Teller makes sure that every aspect of the orchestra – each performer and each sound – is focused on the ultimate goals of the group.

Primary among the ways that Mr. Teller creates student interest is the planning of lessons that involve students actively and creatively in their history learning. Mr. Teller credits lessons including "skits, plays, performing, putting them in the same situations that people are in like in the Wild West [simulations]" (Interview, Teller, 3/31/15) as learning activities that help students "remember it [history content] more" (Interview, Teller, 3/31/15). Mr. Teller relates a lesson about slavery that focused primarily on capturing students' interest:

> I made a slave simulation outside with a slave ship and I took them to Africa, told them a folk tale and some of the decks were 16" high so I turned the benches over and put a board, but I stuffed the girls in on top of each other and put the thing in. They're all laughing like, "What if I have to go to the bathroom?" You go right there and you sit in it, sometimes up to 2, 3 weeks, and all of a sudden it gets quiet and they're like, "That's just disgusting." They're like, "What if someone dies?" "You're chained to them and you have to sit with that stench and the disease that" ... You don't know what's going on but the kids get real quiet. (Interview, Teller, 3/31/15)

By engaging the students immediately in an unusual simulation, Mr. Teller captures their attention, and reinforces their learning. For the Wild West unit, Mr. Teller uses the text "Reconstructing America: 1865-1890" (Hakim, 2003) for the students' background reading, noticing that "the kids actually said it doesn't feel like a textbook" (Interview,

Teller, 3/31/15), helping to promote student engagement in the process of learning the underlying factual knowledge about the period. By framing the entire Wild West unit around real-life economic experiences (including the opening market simulation activity (Observation, Teller, 4/8/15) and the "candy rush" activity (Observation, Teller, 4/9/15), Mr. Teller keeps students curious and engaged in the learning through active lesson experiences "where the students are involved, and they are much more fun and alive and…using what…[they're] learning" (Interview, Teller, 4/9/15). Mr. Teller sees his approach as distinct from that of other teachers who "go in… and they lecture. It's boring. But if you put kids in a situation, they're excited" (Interview, Teller, 4/9/15).

Mr. Teller plans each of his units with maintaining student interest as a major goal. "The way I attack is I have to have a project for every unit. How am I going to get them involved and excited?" (Interview, Teller, 3/31/15). He wants them to have "a project that will stick with them for life" (Interview, Teller, 4/24/15). On a special school overnight trip to visit Monticello, Mr. Teller assigns students to focus on gathering notes for a creative project while touring the presidential home. By focusing students on a project, Mr. Teller feels that student behavior and attention for the remainder of the trip is improved. "They're amazing. It's not boring for them" (Interview, Teller, 4/9/15). This philosophy, of having a major creative project in each unit, is what led to the creation of the American West Idol experience in the Wild West unit. Mr. Teller reflects that he recognized one year that, "with this group they like music, they all like music," (Interview, Teller, 3/31/15). By building on the students' pre-existing interests and passions, Mr. Teller created a singing project for the material. Mr. Teller relates that students each year have embraced the idea – "they're fascinated….they get to take what

they love and then make it into history learning" (Interview, Teller, 3/31/15). Mr. Teller feels strongly that this project actively supports student interest and learning. "The kids love it, because it's going down to their level. They enjoy it" (Interview, Teller, 4/24/15). When Mr. Teller's students have a project that interests them, "they actually pay attention" (Interview, Teller, 3/31/15) to the learning in order to have fun and make the most out of the project experience.

Mr. Teller also uses issues and ideas in which the students are already interested (current events and popular culture)– to develop a deeper relationship between the students and himself. Mr. Teller believes that the development of a connection between students and their teacher is critical to maintaining student trust and interest in the classroom.

> One of the biggest things I've learned about teaching…one of the things that most teachers don't take the time to do, I watch their culture, I watch their TV shows, I listen to their music, I sing it in class. If you can't relate to them on their level, they're going to see you as an adult who just doesn't care or is just one of those adults. (Interview, Teller, 3/31/15)

Mr. Teller uses references to the Hunger Games to help students better understand military control of civilian areas during the Revolutionary War, and connects the Twilight saga to issues in the Civil War unit (Interview, Teller, 3/31/15). When teaching about the cowboy in history, Mr. Teller creates a debate about current Hollywood depictions of the cowboy versus their textbook's depiction (Observation, Teller, 4/14/15), and reflects that this activity deeply captures the students' interest. "Even I was even surprised how much the kids just jumped in. I didn't really have to talk. They just all

were, ‘Oh my gosh,’ and the rest of the class was great” (Interview 3/31/15). Mr. Teller feels that these popular culture connections lead to learning experiences where “the girls are all excited and they're all involved….They start to respect you because they're like, ‘Oh well he's at least trying.’” (Interview, Teller, 3/31/15). During the course of the Wild West unit, Mr. Teller makes frequent reference to the “ch-ching-bling-bling” (money) theme of the unit, trying to “use their language” (Interview, Teller, 3/31/15) and thus help students maintain interest in what might otherwise be seen as a dry economics lecture. Student interest in Mr. Teller’s lessons supports history learning and the maintenance of a focused learning environment that proactively, rather than reactively, addresses classroom management issues and potential distractions.

Mr. Teller actively makes decisions and chooses his words carefully about the lesson structure and plans on a given day to continue to keep students’ interest piqued. When he begins to sense that students have focused as much as they will on a particular topic, he moves quickly to the next part of the lesson, telling them, “I'm going to change gears” (Observation, Teller, 4/9/15). By making explicit what is coming next, Mr. Teller hopes to get his students “looking forward to the next step because they're already getting bored” (Interview, Teller, 4/9/15). When a student asks if today’s class is going to be a lecture, Mr. Teller responds in a way that is “as vague as possible” (Interview, Teller, 4/9/15).

> If you say you're having a lecture, they've already made up their opinion about what's about to happen…. You don't want to set them up and say, yeah, we're going to have a lecture today, and...it's going to be really boring. (Interview, Teller, 4/9/15)

Toward the end of one lesson, Mr. Teller gives the students a preview of the fun projects to come later in this unit; by telling students in advance what they can look forward to, he is purposefully trying "to get them excited" (Interview, Teller, 4/9/15) about the learning to come.

One other area of Mr. Teller's lessons serves as a window into his purpose of creating student interest. As Mr. Teller guides his students through their group work on the American West Idol project, a consistent theme for Mr. Teller is keeping each group motivated and making sure that students playing less of a role in a group are brought in more fully to keep all students engaged in the process. In general, Mr. Teller sees the groups in this class as largely independent and on-task: "The groups are all into it.... You don't have to facilitate as much. I'm just solving problems, is really what I'm doing, and just getting to motivate them and get them where they need to be" (Interview, Teller, 4/24/15). He allows one group to use their phones to video chat with a sick group member at home for the day (Observation, Teller, 4/23/15), and gives another group special permission to rehearse in a different location (Observation, Teller, 4/23/15). Mr. Teller believes that it is important to accommodate student requests to keep them interested. "If you go with them then when you want something from them they'll go with you" (Interview, Teller, 4/24/15). Mr. Teller also gives blocking and choreography advice to help make sure that each student plays an active role in the performance. As one student seems to be "distracted" (Interview, Teller, 4/24/15) during rehearsal time, Mr. Teller suggests moving her location to the front of the stage. He explains later the deliberateness of this suggestion: "Then she's up front…and then she's more, she gets the limelight which she wants" to keep her focused (Interview, Teller, 4/24/15). During class

time devoted to Idol project work and rehearsals, Mr. Teller is moving from group to group, offering suggestions, critiques, motivation and praise, all the while working to keep the students progressing and engaged with the project, collaboratively and productively.

Mr. Teller's priority on maintaining student interest and engagement is one of the driving purposes in his classroom decision-making. Mr. Teller creates lesson plans to help his students actively engage in learning through projects and simulations; he develops a relationship with his students through use of popular culture references and by being a teacher that students trust and are eager to learn with; he helps students share their personal opinions by raising topics of interest to them; and, he helps guide student group work to keep each group, and each student within the group, involved in the history learning task at-hand.

Summary of Mr. Teller's purposes (Research Question 1). Mr. Teller's classroom decision-making is guided by several underlying purposes. Helping students develop their history-based critical thinking skills, providing students with various opportunities to see history's relevancy to their own lives, and ensuring that students acquire history factual knowledge form the history learning purposes driving Mr. Teller's teaching. Mr. Teller also refers to a student growth purpose in his teaching – that of empowering his students to be confident, vocal young adults. Finally, Mr. Teller also places a priority on maintaining his students' interest and engagement in class, proactively making decisions to keep his students attention on the learning in the classroom, and thus minimizing the need for classroom behavioral management.

Mr. Teller's Navigation Among Purposes (Research Question 2)

The descriptions above of Mr. Teller's overarching purposes have already provided some insight into some characteristics and patterns of how he navigates among purposes. Teaching with multiple purposes underlying his decision-making, Mr. Teller must make choices as his purposes intersect, potentially conflict with each other or potentially coexist and build on each other. In the following sections, I analyze the Purposes Maps (see Appendix M) I created from the three video-watched lessons in Mr. Teller's teaching unit; the patterns emerging from these maps can provide greater understanding of Mr. Teller's patterns of navigation. Analysis in these sections take place both 1) across the observed lessons and their underlying activity structures; and, 2) within different individual activity structures.

Mr. Teller's purposes navigation across observed lessons. Mr. Teller's navigation of purposes across all of the observed lessons in this unit reveals two primary characteristics – the relative consistency and ever-present nature of Mr. Teller's history learning purposes throughout all lessons, and the frequent co-occurrence of particular purposes with each other during Mr. Teller's teaching. These two patterns – consistency and co-occurrence – support Mr. Teller's symbolic role of maestro, as he maintains a holistic, consistent "sound," weaving together separate parts into a unified whole.

Mr. Teller's purposes navigation across lessons: consistency of history learning purposes. Mr. Teller is aware of his primary focus on his students' history learning. More important to Mr. Teller than any general education training (classroom management, student motivation, etc.) is his ability to be a history expert and bring that to his students (Interview, Teller, 3/31/15).

This focus on history learning as the primary purpose of his classroom comes through in the consistency of history learning purposes in Mr. Teller's lessons. Out of the 169 total minutes in the three video-watched lessons in this unit, 82% of the time included an operational history learning purpose (see Table 5.3).

Table 5.3

Operational amounts of time for Mr. Teller's history learning purposes over three video-watched lessons

	Total Lesson Time	History Learning Purpose Time	Percentage of Lesson with History Learning Purpose
Lesson 1	61 minutes	54 minutes	89%
Lesson 2	57 minutes	39 minutes	68%
Lesson 3	51 minutes	45 minutes	88%
Total	169 minutes	138 minutes	82%

Note: Student growth and classroom management purposes may co-occur with history learning purposes during the minutes listed here.

Mr. Teller keeps his students focused on history learning activities, dedicating only a few minutes during his lessons to purposes that interrupt the history learning. These non-history-learning moments include delivery of administrative information, rare momentary interruptions for behavioral reminders (e.g. "Sarah, you need to focus up now" (Observation, Teller, 4/10/15)), or occasional off-topic interactions between teacher and students (see Purposes Maps in Appendix M) As Mr. Teller outright asks, if "you're spending the whole class disciplining, then what's the point of the class? Teach them, and to get them to talk about what you got to talk about" (Interview, Teller, 4/9/15). Mr. Teller actively chooses to refrain from calling attention to the few behavioral distractions that might occur while teaching middle schoolers, instead keeping himself, and his students, focused on teaching history.

> I'm trying to teach a subject. If I'm yelling at them and disciplining them the whole time, then there's [*sic*] two voices going on in the classroom. One is disciplining and one's trying to teach them. They blend the two together and stop listening…. [When they]…quiet themselves down,…then I can just go back to teaching. (Interview, Teller, 4/9/15)

There are some interruptions to the pre-planned lesson that Mr. Teller yet allows; when students seem to need clarification or more information about the history topic being taught, Mr. Teller will make decisions in class to share or clarify more. During the pre-assessment review game, Mr. Teller chooses to spend more time on a question related to supply and demand because he "wanted to make sure they understood" (Interview, Teller, 5/20/15) and to take an unplanned tangent delving into additional information about the Dawes Act because students seemed particularly interested in the topic (Interview, Teller, 5/20/15). History learning is still prioritized and persistent, even in Mr. Teller's in-the-moment plan changes.

History learning in all of its forms is Mr. Teller's primary purpose for his overall teaching, and therefore, his navigation among purposes prioritizes keeping history learning consistent and present throughout his classes:

> If you can get them to experience it, get something out of it and enjoy it and learn something about themselves and learn something about the history of their own country and start to make connections, even to today, it's very, very important if they can walk out of that with an experience. I mean that's for me the most important thing. (Interview, Teller, 3/31/15)

Even time spent working on the unit's more creative projects or simulations is still dedicated to history learning. When Mr. Teller assesses the students' American West Idol performances, the creativity and performance aspects are only a part of the desired outcome. "You've also got to look at the content and are they getting something out of this" (Interview, Teller, 3/31/15). The ultimate history learning goals of Mr. Teller's classroom permeate almost every moment and every experience in his lessons.

Very little distracts Mr. Teller from the main point of the symphony he is conducting, and in fact, things that could potentially become interruptions or obstacles to the harmonious sound of history learning he is trying to create, are instead motivators for increased focus and consistency. Mr. Teller recognizes the obstacles presented by Glen Park's convoluted daily rotation schedule. "Our schedule is at this school, it's not the greatest. You're going to see the 7-day cycle, and I find it very challenging. It's really hard to get a unit through" (Interview, Teller, 3/31/15). Mr. Teller must make the most out of every available moment that he has for his history class, asking himself repeatedly "what am I going to hit, what's important… since there is so much to teach them about [this unit]" (Interview, Teller, 3/31/15). Mr. Teller makes sure that all materials for classes are ready to go at the beginning of the lesson, with handouts pre-set on students' desks and powerpoints or videos cued and ready to use.

> The way the schedule is, I have one shot at gold rush, that's it. Everything's got to be pre-set, and it's fifty minutes long, and you've got to get the kids' experience in fifty minutes. Fit as much information in and have them come out and feel like they could actually talk about it with some intelligence. You have to have everything pre-set. It's important. (Interview, Teller, 4/9/15)

Mr. Teller's purposes navigation is dominated by a prioritization of his history learning purposes, in a consistent and ever-present manner, making classroom decisions to fit as much meaningful history learning as possible into the available class time.

Mr. Teller's purposes navigation across lessons: co-ocurrence. A hallmark of Mr. Teller's navigation among purposes, and a major factor in his role as maestro of his classroom "orchestra," is the predominance of his different purposes co-occurring throughout his history teaching lessons. Co-occurrence within Mr. Teller's history learning purposes, and co-occurrence between his history learning purposes, his student growth purpose and his classroom management purpose, contributes to the holistic, interwoven, harmonious nature of Mr. Teller's purposes navigation.

As can be seen in the Purposes Maps from Mr. Teller's longer video-watched lessons, the majority of the times that empowerment or student interest are operational are not interruptions to the history learning, but instead become natural parts of the teaching methods Mr. Teller uses to develop his students' critical thinking skills and to connect them to the relevancy of history. Empowerment (Student Growth Purpose) frequently co-occurs with critical thinking (History Learning Purpose), as Mr. Teller helps students build confidence in speaking their opinions and sharing their voice. For example, when a student asks an analytical question about factors involved with supply and demand in the West, Mr. Teller responds, "Why do you think it was this way?" (Observation, Teller, 4/9/15). In another lesson, Mr. Teller once again flips a question back to a student, asking "I don't know… what do I mean by that?" (Observation, Teller, 5/11/15), empowering the student to answer her own question. Mr. Teller's navigation among purposes showcases the co-occurrence here of empowerment and critical thinking,

making this combination co-occur naturally "because she's already thinking…. She already had the answer… but I'm getting her to explain it (Interview, Teller, 4/9/15).

Mr. Teller's reflection on a critical thinking question posed in another lesson demonstrates how naturally he interweaves critical thinking and empowerment. Responding to why he asked students to answer the question "Were they fair?" regarding U.S. treaties with Native Americans (Observation, 5/11/15), Mr. Teller responds:

> Because it's, once again, giving them a voice. They have to think, "What would you do?" It's critical thinking. As you see, I think this is the class where the opinions are kind of different. The point is, they're having their own voice, their own opinions, they get to see how complex the situation was. If you have some chiefs sign it and some don't, is that fair? Is it not fair? That there really isn't an answer to it and that's history. (Interview, Teller, 5/20/15)

In Mr. Teller's classroom, students' critical thinking is further advanced not by Mr. Teller showing students how to analyze a situation or revealing the underlying complexities of history, but instead by the way he provides his students with opportunities to share their own interpretations and ideas through active, vocal class participation. When Mr. Teller seeks to have students see multiple perspectives in historical choices made during the gold rush, he selects a particular student to offer an opinion, without that student even having her hand raised to participate. By asking, for example, "What do you think, Andrea?" (Observation, Teller, 4/9/15), Mr. Teller is giving Andrea the message that her ideas and voice are welcome and valued, and he is bringing an added layer of critical thinking – multiplicity of viewpoints on a historical topic – to his students' history learning.

The co-occurrence of empowerment and critical thinking in Mr. Teller's navigation among purposes is also evident in the compliments he gives students for particularly noteworthy insights or ideas. "Good – rock on, you are starting to make all the connections" (Observation, Teller, 5/11/15) is a response from Mr. Teller when a student took multiple sub-topics about the West and connected them in a response in the unit review game. When another student explains, without prompting, the connection between supply and demand ideas and the market simulation game played by the class, Mr. Teller builds up her confidence by encouraging her, "Wow, Kayla, say it again" (Observation, Teller, 4/9/15). He motivates and praises yet another student by energetically exclaiming, "You're thinking like an econ major!" (Observation, Teller, 4/9/15), when the student draws a conclusion about Old West boom towns and the ebb and flow of supply and demand. Empowerment supports critical thinking, and critical thinking supports student empowerment.

Co-occurrence between Mr. Teller's relevancy (History Learning) purpose and maintaining student interest (Classroom Management) purpose is also a pattern evident in Mr. Teller's navigation among purposes. This specific co-occurrence might not be particularly surprising; there is a definitional commonality between these two purposes, in that they both focus on making connections between students and the learning going on in the classroom. However, a teacher could nonetheless create classroom experiences that are designed to keep students interested for the lesson duration, but do not simultaneously further the subject matter goals of the course. Mr. Teller makes choices throughout his teaching to combine student engagement with opportunities to teach about the relevancy of history.

The entire American West Idol project is one major example of the co-occurrence of student interest and history relevancy. By engaging students in a creative group project, Mr. Teller is making their studies memorable and keeping students interested because the activity is fun and interactive. “They get into it, and that's fun, and then they love it. They remember it forever” (Interview, Teller, 3/31/15). The project is, at the same time, not just fun but also relevant historically, as students make connections between their lives (popular music themes and lyrics) and the specifics of historical events, personalities and themes – “It's going down to their level” (Interview, Teller, 4/24/15) and asking them to take on historical personalities, setting proper historical contexts with scenery and costumes (Observation, Teller, 4/23/15).

Additional examples of the co-occurrence of student interest and history relevancy occur in specific moments throughout Mr. Teller’s teaching. During one lesson reflecting on the market activity, he asks the class, “Do you think the prices were fair?” (Observation, Teller, 4/9/15). By appealing to their “heightened sense of justice and fairness” (Interview, Teller, 3/31/15), Mr. Teller is keeping students engaged in the classroom conversation (Student Interest); by focusing students on the market simulation involving themselves as buyers and sellers of limited amounts of candy, Mr. Teller’s question also serves, at the same time, to take a historical concept and make it real, and relevant, to experiences that students have in their everyday lives today (Relevancy). In another lesson, Mr. Teller takes time to explain a primary source text written by a Native American reflecting on a massacre he witnessed during the Wild West time period and show pictures related to assimilation choices that some Native Americans made at the time (Observation, Teller, 5/11/15). The showing of pictures and reading of the diary

entry makes the historical context real and relevant for the students. At the same time, Mr. Teller feels that student interest is piqued by a lesson activity like this because "if you paint the picture it's easy for them" (Interview, Teller, 5/20/15), and the goriness of the massacre story keeps their "attention into it" (Interview, Teller, 3/31/15). Even a minor tangent about the significance of the names of NFL football teams (e.g. San Francisco 49ers) helps make history relevant because historical context is provided for something in the students' current popular culture world, and helps maintain student interest. Every student in the room participates in the discussion, offering an explanation for why a particular city's football team is called what it is (Observation, Teller, 4/9/15). Student interest reinforces the content of a particular aspect of historical relevancy and relevancy keeps students' attention focused on the class, rather than on side chatter or distracted behavior.

In Mr. Teller's purposes navigation, multiple purposes co-occur throughout his teaching, helping to create a deeper, stronger "sound" in his orchestra. Just as something can be greater than the sum of its separate parts, Mr. Teller's decision-making related to his purposes brings together separate purposes to create an even more powerful classroom experience than if each purpose operated independently. Empowerment serves the needs of helping students develop their critical thinking skills in history, and critical thinking becomes a venue for student voice airing and confidence building. Maintaining student interest serves the need of keeping students focused and engaged with the history learning in the classroom, and the nature of how Mr. Teller presents memorable history learning experiences supports the overarching goal of maintaining student focus: "The more complex you show it, the more they learn the facts because they've got to use the

facts and they're also voicing it" (Interview, Teller, 5/20/15). Just as the conductor of an orchestra recognizes the enhanced beauty of the sound created when two instrument sections combine their sounds harmoniously, Mr. Teller naturally interweaves a history learning purpose with his student growth or classroom management purpose, creating a magnified focus on both purposes within the same moment.

Mr. Teller's purposes navigation within activity structures. Mr. Teller's navigation among purposes reveals patterns related to his teaching as a whole, and also related to purposes within different individual activity structures. While this section will explore some of the differences in Mr. Teller's navigation patterns, depending on the particular lesson activity structure, Mr. Teller nevertheless continues to play the role of maestro, interweaving purposes seamlessly no matter what kind of lesson activity is taking place.

Mr. Teller's lessons are dominated by two major types of activity structures - class discussions and group/partner activities. Different class discussions can take slightly different forms, including class discussions triggered by a video, class discussions framed around note-taking and presentation of new material, and class discussions debriefing on previous class activities. Group/partner activities in Mr. Teller's lessons also have different sub-types; some group/partner activities are simulation activities or games, while other group/partner activities involve making progress on a written or to-be-performed project. See Table 5.4 for the time spent in various activity structures during the three video-watched lessons in Mr. Teller's teaching unit.

Table 5.4

Time dedicated to different activity structures in Mr. King's three video-watched lessons

	Administrative Information Time	Full-Class Discussion Time	Group/Partner Activity Time
Lesson 1	6 minutes	52 minutes	3 minutes
Lesson 2	6 minutes	0 minutes	51 minutes
Lesson 3	0 minutes	30 minutes	21 minutes
Total (out of 169 minutes)	12 minutes (7%)	82 minutes (49%)	75 minutes (44%)

The bulk of Mr. Teller's lesson time is spent either in class discussion or in group/partner activities. A picture emerges from an activity structure analysis of Mr. Teller's patterns of purposes navigation which supports the continuing image of Mr. Teller as an orchestra conductor or maestro; during some moments of the music (teaching), certain instrument sections or melody lines are more pronounced, while others form more of the underlying background sound support. At other times during the music, the emphases are reversed, and those sections that were background become foreground, while those that were foregrounded fade slightly into the background. All of Mr. Teller's purposes are present and interwoven during all activity structures, but class discussions find some purposes operating with more "volume," while group/partner activities result in a "louder sound" from other purposes. See Table 5.5 on the next page for a comparison of the operational times of Mr. Teller's purposes during different activity structures.

Table 5.5

Mr. Teller's purposes' operational times during major activity structures

	Time Operational During Class Discussion Activities (out of 82 total minutes available)	Time Operational During Group/Partner Activities (out of 75 total minutes available)
Factual History Knowledge	29 minutes (35%)	8 minutes (11%)
Critical Thinking	50 minutes (61%)	17 minutes (23%)
Relevancy	26 minutes (32%)	36 minutes (48%)
Empowerment	22 minutes (27%)	30 minutes (40%)
Maintaining Student Interest	19 minutes (23%)	43 minutes (57%)

Note: Since purposes may overlap with each other, total time for all purposes within an activity structure is greater than the total activity structure time.

Mr. Teller's purposes navigation during class discussion activities. In Mr. Teller's class discussions, his critical thinking purpose is the dominant "sound" of his history teaching (see Table 5.5, above) Critical thinking is of primary focus among the history learning purposes occurring-during class discussions, with relevancy and factual history knowledge operating with relatively less frequency. Given the consistency of Mr. Teller's history learning purposes, as described earlier in this chapter, this co-occurrence is not necessarily surprising; as the active facilitator and controller of how class discussion time is used, Mr. Teller makes choices to ensure that this time is focused on taking the factual information students gained from their homework reading, and extending it to analysis, questions, connection-making and points of relevancy. This is the "stuff" of Mr. Teller's teaching, during which time he can make sure that the ideas, concepts and themes he feels are important are shared with students. "Sometimes, honestly, you can't cover everything… [so I include] what sticks out for me [as important]" (Interview, Teller, 3/31/15).

Class discussions, however, are not a venue solely for active history teaching. Mr.

Teller, as described earlier, interweaves empowerment and student interest into how he interacts with his students during class discussions, resulting in empowerment and student interest being operational with the approximately same frequency as factual history knowledge and relevancy. Table 5.5 illustrates that, other than critical thinking, Mr. Teller dedicates a similar percentage of his class discussion time to all of his other purposes. Consistency and intertwining of purposes throughout class discussions continues to be a hallmark of Mr. Teller's teaching. This intertwining of purposes is evident in how Mr. Teller reflects on his approach to preparing students for his class: "They realize if they come ready, they can be involved and it's fun and they do a lot of activities so then they can be involved in the activities" (Interview, Teller, 3/31/15). Even while the class discussion is primarily focused on taking students' background factual knowledge and developing it further into a critical thinking and connect it to a relevancy-based study of history, empowerment and student interest are also present. Students come into class with greater confidence and comfort because they have something meaningful to contribute to the discussion (empowerment) and the interactive discussion – student-to-student and student-to-teacher – is a more engaging class activity than "boring" (Observation, Teller, 4/10/15) lectures.

> It's better to let them come in and do the reading before the [class].…It's, I guess, the flipped classroom. It just allows you to have a conversation with them. Think about you sitting in class. I think in grad school, I took 30 pages of notes every class and he never asked us a question, and when he did, he already answered it. Then you don't get to participate. This is why I don't like lectures, but more discussion. (Interview, Teller, 5/20/15)

Even though class discussions include a very high frequency of Mr. Teller's critical thinking purpose, his other history learning purposes, and his student growth and classroom management purposes are also strongly present during class discussions, albeit with slightly less frequency.

Mr. Teller's purposes navigation during group/partner activity structures. The relative "loudness" of Mr. Teller's purposes are reversed during group/partner activities in his lessons (see Table 5.5, above). These activities, as described earlier, are designed specifically to capture the attention and interest of his students, and therefore it is not surprising that student interest and empowerment are the more emphasized "sounds" in this "movement" of Mr. Teller's classroom symphony. Relevancy, maintaining student interest and empowerment are each present during more than 40% of the time during group/partner activities, while critical thinking and factual history knowledge each occur less than 25% of the time. This reversal of purposes emphasis from class discussion focuses in Mr. Teller's purposes navigation highlights why he chooses to include these kinds of activity structures to begin with – to keep students engaged in projects and activities that will be "memorable" (Interview, Teller, 3/31/15) and thus solidify the history learning content and themes underlying the activity. While the fun and creative nature of the project or game is ultimately about the history learning it promotes, Mr. Teller believes that students need these kinds of activities to hook their interest in history and motivate them to contribute their voice and creative talents in successful participation in the activity.

Mr. Teller's purposes navigation during group/partner activities showcases his belief in this principle, as he takes a simple Jeopardy-style review game before the final

unit test, and tweaks traditional procedures to maintain the engagement of all students. Even though only one pair of student contestants gets to share their answer out loud, Mr. Teller has each pair of students in the whole class write down an answer to the review question and have the potential to earn points in the game.

> Everyone gets to answer. The group that picked it gets to answer the question, but you get to put your answer down. If it's right, you get the points. Everyone is involved in the game. You go from group to group and everyone gets to answer. (Interview, Teller, 5/11/15)

It may also be that the nature of group/partner activities, with their decentralization, requires the teacher to make decisions prioritizing maintaining student interest in order to keep multiple groups of students on track, making progress and remaining motivated.

> Facilitating is really what I'm doing, and just getting to motivate them and get them where they need to be…. You have to go with the flow. There's one group in another class that hadn't even picked their song until a couple of days ago. When I go into the class I know that group. I spent a good half the class with that group and put some fire in there and now they've caught up, they've written the whole song and now they're rehearsing. You just have to see where they are… every group's different, they have their different ways. It's just to motivate their behaviors. (Interview, Teller, 4/24/15)

After assessing where each group is in their task, Mr. Teller praises and critiques, as he feels is needed, to maintain student interest and keep the group making progress in their task

For Mr. Teller, group/partner activities are a prime opportunity to actively engage students and keep their attention on the classroom learning. According to Mr. Teller, "You have to put them in that situation [in history] for them to understand it" (Interview, Teller, 4/24/15). Skits, games, projects and simulations all help students "feel history" (Interview, Teller, 3/31/15), and the resultant interest and engagement creates opportunities for deeper history learning. Therefore, the more intense focus on student interest and on empowerment during group/partner activity structures works in tandem with the history learning purposes in the background of Mr. Teller's music.

Summary of Mr. Teller's navigation among purposes (Research Question 2). Mr. Teller's purposes navigation is characterized by consistency, even with the presence of multiple purposes acting on his decision-making throughout his teaching in the Wild West unit. In general, Mr. Teller's history learning purposes (primarily critical thinking and relevancy) are the most consistent of his purposes, operational almost all of the time during his lessons. Empowerment (student growth purpose) and maintaining student interest (classroom management purpose) are, with only slightly less consistency, interwoven with Mr. Teller's history learning purposes to produce a holistic picture of a teacher simultaneously and seamlessly promoting student growth and student interest alongside, and intertwined with, history learning. The variation in Mr. Teller's navigation among purposes occurs, to a slight degree, depending upon the major activity structure taking place in the lesson. During class discussions, history learning purposes are the main "sound" heard in the orchestra, with empowerment and student interest forming the background sound; this emphasis is reversed during group/partner activities. Throughout Mr. Teller's teaching, whatever the activity structure, Mr. Teller acts as the expert

conductor of his orchestra, motioning for certain purposes to be slightly more or less "heard" given the context of the particular moment, but nonetheless keeping all of the purposes present and operational to create his desired ultimate classroom symphony.

Relationship Between Mr. Teller's Purposes and Desired Student Outcomes (Research Question 3)

If Mr. Teller is the maestro, and his students, lesson activities and purposes are the different instruments, melodies, harmonies and sounds that comprise the orchestra, then the ultimate overall symphony itself is Mr. Teller's classroom teaching and the resultant student outcomes he desires. This section will detail Mr. Teller's assessment approaches for his desired history learning, student growth and classroom management outcomes, and will explore the potential relationship between Mr. Teller's purposes navigation and achievement of those desired outcomes.

Mr. Teller's assessment approaches. Mr. Teller's assessments for desired outcomes occur in many different formats. History learning assessments can be either formal or informal, ranging from written homework, formative class assessments, the end-of-unit test (see Appendix N) and culminating thesis paper, to the students' American West idol performance and their level and quality of participation in class discussion and group work. The nature, content and frequency of student participation in class, as well as feedback received from current and former students, also act as assessment tools for desired outcomes related to student empowerment and student interest. These less formal assessments are evaluated subjectively by Mr. Teller, and help form his understanding of achievement of desired student growth and classroom management purposes.

Mr. Teller's assessments for history learning outcomes. Mr. Teller's assigned written homework, pop quiz, end-of-unit test and thesis paper form the formal learning assessments of his students' history factual knowledge, critical thinking, and relevancy learning outcomes in his class. Informal assessments for history learning include Mr. Teller's sense of students' quality engagement in class discussion and contributions to group work, and their Idol performances.

Formal assessments for history learning outcomes. Mr. Teller's formal history learning assessments address all three of his history learning purposes – students' factual history knowledge, critical thinking, and sense of history's relevancy. As detailed earlier in this chapter, homework assignments largely address factual history knowledge, providing Mr. Teller with opportunities to make sure that students "are getting the basics" (Interview, Teller, 3/31/15). The "short burst" assignments largely focus on factual background knowledge, but also allow Mr. Teller to evaluate students' critical thinking in some places as well (see Table 5.2 earlier in this chapter). These short nightly assignments are an adjustment from Mr. Teller's approach to homework in previous years, when he "used to give a lot of questions and a large chunk of reading and say, 'Okay, in a week, do this,' but what I found out is last year… [was that] it was a chore" (Interview, Teller, 3/31/15). By settling on "shorter readings, fewer amount of questions" (Interview, Teller, 3/31/15), Mr. Teller can check on students' understanding by utilizing the information from their homework in class discussions the next day, since the students "come ready," (Interview, Teller 3/31/15) with background knowledge.

Additional, longer homework assignments also assess a combination of students' factual knowledge, critical thinking and relevancy. During the Wild West unit, students

complete a creative assignment, writing a letter from someone choosing to move west during the mid-1800s, detailing to family members back home what were the push and pull factors influencing the character's decision to move (see Appendix O for rubric for this assignment). Student outcomes related to history factual knowledge are assessed based on their inclusion of proper "historical context" (Westward Push-Pull Narrative, Teller), while their critical thinking is assessed through proper connection and argumentation of "supportive details" about the push and pull factors for the character's migration; relevancy is involved as students put themselves in the shoes of the character writing the letter. In another longer homework assignment, students write a formal thesis introductory paragraph addressing the question, "Are Hollywood cowboys similar to the real American cowboys?" (Observation, Teller, 4/14/15). Students' work is assessed on how well their paragraph shows a sound thesis paragraph structure and inclusion of appropriate historical facts (Observation, Teller, 4/14/15). This assignment combines all three of Mr. Teller's history learning purposes – students have to provide factual information in their thesis paragraph, they have to make a historical argument (critical thinking) and by connecting the historical period to current Hollywood popular culture, Mr. Teller is also helping students see the relevancy of the history they are learning. Mr. Teller continues his focus on developing his students' overall writing skills by including a required thesis paper at the end of the Wild West unit, focused on a wild west issue of the student's choice. This "5 paragraph research paper" (Thesis Paper, Teller, Instructions) allows Mr. Teller to directly assess students' historical factual knowledge about their topic, as well as their critical thinking as they have to "make an argument and support it with evidence" (Interview, Teller, 3/31/15), while following a standard five-

paragraph essay structure. Mr. Teller's seamless interweaving of multiple purposes is as present in his assessments as it is in his teaching.

Formal projects, quizzes and tests also comprise some of Mr. Teller's assessments for his history learning purposes. Students do receive a grade for their American West Idol performance, and Mr. Teller assesses them on "both… the performance… and the content" (Interview, Teller, 3/31/15). Mr. Teller checks on students' factual history knowledge through a quick pop quiz "entrance ticket" approximately one-third of the way through the teaching unit. This pop quiz assesses students' retention of the factual history knowledge from the previous classes' lessons, as it asks them to define the "Law of Supply" and "Law of Demand," and also asks them to list some "negative consequences of gold mining" and "two push factors for going out West" (Entrance Ticket, Teller, 4/14/15). The end-of-unit test for the Wild West (see Appendix N) allows Mr. Teller to evaluate students' factual history knowledge, their critical thinking and their ability to relate personally to the historical period. This test is designed for students to show "that they understand the basics… can respond to thinking questions… and can answer and draw like they've experienced it" (Interview, Teller, 3/31/15). The test asks students to put themselves in the shoes of someone moving West, and in the process the students have to: select a Wild West occupation and detail many of the historical and economic factors related to this occupation; draw a detailed picture, including proper historical context, of the student's new life in the West; answer factual and analytical questions related to the building of the railroad, respond to a primary source quote and additional critical thinking questions about the relationship between settlers and Indians, and then fill in the blanks (for extra credit) with facts related to the gold rush (Unit Test -

Wild West, Teller). With these priorities in mind, Mr. Teller once again is the maestro, weaving together in one experience, all three of his different history learning purposes, as his final test helps him assess student outcomes in factual history knowledge, critical thinking, and relevancy.

Informal assessments for history learning outcomes. Not all of Mr. Teller's assessments for desired student outcome are formal, graded, written evaluations. As the conductor of his class "orchestra," Mr. Teller has a keen eye and ear for the individual contributions of his students during class discussions and group work, and uses his attention and judgment in these situations to determine "what a group needs" (Interview, Teller, 4/24/15) to continue to work to desired learning outcomes. When Mr. Teller sees that only one student seems to be posing repeated questions, he subjectively judges that this student "seems to be all over the place" (Interview, Teller, 5/20/15), while the rest of the class seems comfortable with "points they already pretty much know" (Interview, Teller, 5/20/15). When a student comes back again to a new topic introduced earlier in the class, Mr. Teller recognizes that the students needed "more review" to solidify their understanding of the facts and contextual issues. Mr. Teller explicitly allows his in-the-moment evaluation of students' understanding to drive classroom decisions. In returning to a presentation slide that he had quickly taught about earlier in the class, Mr. Teller is responding to a question that showed a student's keen insight into the topic. "She brought it up…. In another class, I didn't even really use it. I brushed it over quickly because the conversation went in a different direction…. [here], she made a great point, and I wanted to come back to it" (Interview, Teller, 5/20/15). When one American West Idol group seems to be "spinning their wheels" (Interview, Teller, 4/24/15), Mr. Teller dedicates

time to reviewing key vocabulary and contextual factors to help the group add "depth and details" (Interview, Teller, 4/24/15) to their song. Mr. Teller, as orchestra conductor, not only leads his students through the formal, written music, but is responsive to the sounds that they are producing, slightly shifting emphases in the moment to make sure that he is helping his students create the best "sound" (learning outcomes) possible.

Mr. Teller's assessments for student growth and classroom management outcomes. Most of Mr. Teller's assessment of student outcomes for his empowerment and student interest purposes occurs from anecdotal and observational feedback he receives, rather than from more objective or formal means. "You can't necessarily gauge that [empowerment] and sometimes you won't even see it until later" (Interview, Teller, 3/31/15). Students are not necessarily graded on these outcomes, but achieving desired outcomes in these areas is critical for Mr. Teller in what he feels is "most important" (Interview, Teller, 4/24/15) in teaching seventh grade girls. The data to assess student outcomes in these areas largely come from students' stories about feeling empowered to speak up at home or in other classes about a political or personal issue (Interview, Teller, 3/31/15), or from former students' comments when they return to visit him (Interview, Teller, 4/24/15). The students often take these opportunities to share what they feel they gained personally, aside from history learning, by being a student in his class.

In addition to informally assessing for student empowerment and interest outcomes in the long-term, Mr. Teller also utilizes opportunities, while he is still these students' teacher, to informally evaluate student achievement for these purposes. The American West Idol project, for one, is a mechanism for Mr. Teller to see a student's growth in empowerment and voice, as they must have "confidence to stand up in front of

the whole school" (Interview, Teller, 3/31/15) to perform. Their collaboration and cooperation in group work preparing for the performance is also a means for Mr. Teller to assess how willing students are to engage and stay interested, and how much they are willing to speak up, collaborate and contribute to the group's final product. "You can see Maya, she's getting a little restless. They also left her with a part that's not as involved as theirs…. small groups are better. They work, but they're big enough to get their voices heard" (Interview, Teller, 4/24/15). Mr. Teller is continuously looking for evidence of student interest (or noticing if there is a lack thereof), both so that he can intervene to help students re-focus, and so he can assess how each individual student is progressing.

Mr. Teller also makes informal observations about students' individual progress and achievement in empowerment and interest as he watches their class participation, their engagement with group work, and their overall ability to make a compelling argument, improve over the course of the year. "They're really humming, their writing has improved, their opinions are sharp, you can see the growth" (Interview, Teller, 3/31/15). Mr. Teller is not able to ascribe a specific assessment mechanism to his subjective ability to judge student outcomes in these areas, but he believes it is present and valid, nonetheless.

> I think there are moments that you catch with each of the kids, where you're like, they're grown, and the way you want them to…. Is there a gauge? I think it's just as a teacher it's ... How can I say this? It's a feeling you get from the kid. At the end of the year… I can look at each kid and tell you where they've grown in my class. It's just ...I feel like I understated the kids well enough and been teaching long enough that I can feel where a kid is… if they've grown and how they talk in

> class and how they converse with each other and how they treat each other and things like that. (Interview, Teller, 3/31/15)

Mr. Teller judges, in the moment of teaching, whether he has reached the end of students' interest level and whether he has given all students the opportunity to voice their opinions. "I look at who's been talking the most. You try to get everybody through participating at least once" (Interview, Teller, 4/9/15). During one lesson, Mr. Teller ended the class discussion component of the class because he "could see that they it had lost its interest to them" (Interview, Teller, 4/9/15).

Throughout his teaching, Mr. Teller makes sure to have assessment approaches to evaluate student outcomes in all of his purpose areas. As the maestro of his classroom orchestra, he is able to maintain awareness and evaluation of the involvement of the individual players, how they are interacting with each other and with the music (subject matter); Mr. Teller then uses these informal assessments to help guide his classroom decision-making.

Mr. Teller's assessment results. Mr. Teller's many different assessments provide him with data about desired student outcomes in history learning, student growth and classroom management. Most of his desired student outcomes for his history learning purposes have tangible data (student work) to reflect results, while desired outcomes in empowerment and student interest purposes have anecdotal evidence to assess results.

Mr. Teller's assessment results for desired history learning outcomes. An analysis of Mr. Teller's grades and comments on his students' written work shows general high achievement in student outcomes related to factual history knowledge, relevancy and critical thinking. As mentioned earlier, most of Mr. Teller's formal

assessments weave together his multiple history learning purposes. Students' creative letters "home" from a character who has moved west must "fit historical context" (Push-Pull Rubric, p. 1) and include "supportive details" (Push-Pull Rubric, p. 1) all the while asking students to step in the shoes of someone who lived at this time in history. Most students (11 out of 12) receive perfect or nearly-perfect scores on the contextual, detail and historical relevancy components of the assignment. One perfect score essay began,

> After several months on the trails, we finally made it to the "Wild West." It was an extremely treacherous journey….we got stuck in the mountains for a few weeks and then the next post office we reached was closed… When we first were considering leaving to go out West, I wasn't sure why. But then Paul told me about all of the chances out here and I knew we had to leave. Out here in Oregon, there are so many different opportunities. Together, Paul and I have opened our own General Store.... (Push-Pull, Student C, p. 1)

Most students' creative letters reflect similarities to the one cited here, weaving together appropriate contextual issues, themes and concerns, adding in supporting factual detail, and creating relevancy by including emotion and personalization related to the character written about – interconnected responses that reflect the interwoven purposes that characterize Mr. Teller's teaching. Students are asked on the unit test to provide a response to a question like, "What was the Transcontinental Railroad and was it easy to build? Make sure you provide a historical example to back up the second question," (Unit Test, Teller, p. 4); responses receiving full credit are making a quality argument (critical thinking) while including details and examples (factual knowledge) to support that argument. Mr. Teller's students seem, in general, to achieve his desired outcomes, and

are able to produce responses on assessments that do as asked – integrate history factual knowledge within a critical thinking argument or interpretation. As the unit goes on, student outcomes improve; earlier assignments see lower grades than end-of-unit assessments, which have very high student achievement results.

The earliest assessments in this unit are the pop quiz and the "short burst" homework assignments. The pop quiz during the fifth lesson, combines quick factual recall of the definitions of supply and demand with the ability to analyze push and pull factors for westward migration. While one-third of the students receive full or nearly-full credit for their responses, two-thirds of the students score below a 75%. Half of these lower grades belong to students who repeated "push" factors for migration, instead of listing "pull" factors. It is unable to be determined whether these errors are caused by inattention to the directions and wording of the question, or students' lack of understanding of the conceptual differences between "push" and "pull" factors at this early point in the unit. Mr. Teller did take class time following this short assessment to clarify the differences between "push" and "pull" factors (Observation, Teller, 4/15/15), preparing students for a repeat of that question on the final unit assessment.

Additional early assessments include the "short burst" homeworks, combining factual and conceptual knowledge from the background readings. These assessments find moderately positive levels of student achievement related to Mr. Teller's purposes, but still not extremely high for the majority of the class. One-third of the students receive perfect, or nearly perfect scores on all of their short burst assignments (scoring 59 or 60 out of 62 total possible points). Mr. Teller's written feedback is sparse on these students' high quality assignments; other than check marks to indicate full credit, Mr. Teller

occasionally asks for "another detail" (Short Burst Packet, Student A) to make the answer, already marked with full credit, even richer. The other two-thirds of the students still score moderately well (average score of 52 out of 62 points) on the "short burst" assignments. While some of these students' mistakes are commented on related to factual questions - "No – that was back East!" (Student F, Short Burst Packet), "Not true! On the Plains perhaps, but think of CA & CO" (Student G, Short Burst Packet) - most of Mr. Teller's written feedback asks for improvement in, or pointed out concerns with, students' critical thinking. Mr. Teller's comments frequently ask students, "but why?" (Student E, Short Burst Packet), exhort them to "explain more…" (Student C, Short Burst Packet), or prompt them to show further thinking by asking, "which achieved…?" (Student H, Short Burst Packet), or "which leads to?" (Student C, Short Burst Packet), or, "So what were the settlers and Native Americans fighting over?" (Student E, Short Burst Packet). Mr. Teller's feedback seems to indicate that, at the time of completing these background homework assignments, students are not quite achieving his desired outcomes related to critical thinking skills.

However, in the time between students' completion of these homework assignments and their end-of-unit assessments, Mr. Teller's student outcomes for history learning improve. Factual knowledge continues to be a strength of Mr. Teller's students – all of the students' American West Idol songs include lyrics related to factual details from the Wild West. One group references the reasons a person would move west to look for gold; another group's song includes detail about the dangers along the journey westward, and the final group focuses on John Sutter and the Gold Rush (Observation, Teller, 4/23/15). Critical thinking also improves over the course of the unit; aligned with Mr.

Teller's purposes navigation patterns, which places a priority on developing students' critical thinking skills via class discussion and practice thesis writing assignments, student achievement on the end-of-unit test is consistently higher than on the earlier assessments in the unit. The area that previously causes difficulty ("push" and "pull" factors) is answered on the unit test with all students receiving perfect, or nearly perfect, scores. Many students consistently receive full credit for their short-essay responses to questions that ask for a critical thinking argument, supported by historical examples or details.

The entire unit test, reflecting Mr. Teller's navigation of purposes with factual history knowledge, relevancy and critical thinking interwoven throughout, sees student outcomes that also reflect the emphasis placed throughout the unit on combining all of these components. Students are asked to bring all areas of history learning to bear in their responses, and student outcomes on this test reflect Mr. Teller's emphasis on content and argument throughout the unit. The majority of students – 8 out of 12 – receive an "A" range grade on their final tests, while the remaining 4 students receive a "B" range grade. Some of the limited points deductions on the test are for specific factual errors (for example, almost all of the students are not able to correctly identify the year that the Transcontinental Railroad is completed (Unit Test, p. 4)). Others of the few points deducted are for critical thinking components that Mr. Teller sees as lacking in the student's response. One student is reminded that she "needs more detail here" (Student B, Unit Test, p. 5), and another is told that her list of negative consequences of building the railroad - "Hurt the land, used up money and created overpopulation" (Student K, Unit Test, p. 6) shows "vagueness" (Student K, Unit Test, p. 6) and is not given full credit.

Another student who confuses cause and effect by listing a negative consequence of the railroad as "created a feud between Central and Union Pacific" (Student L, Unit Test, p. 6) has points taken off and is told her answer is "off-target" (Student L, Unit Test, p. 6).

However, other than these few deductions for less-than-perfect critical thinking, most students' work on the unit test, receives full credit on most answers. Mr. Teller gives positive written feedback to student responses that reflect critical thinking combined with factual evidence. One student writes about details of the building of the Transcontinental Railroad, and concludes her short essay by saying that this endeavor "is a huge turning point for America and shows that this isn't the end of great accomplishments for America" (Student J, Unit Test, p. 4), and Mr. Teller writes, "Yes! ☺" (Student J, Unit Test, p. 4) next to her response. Another student responds to the same question with a similar combination of facts (the names of the two railroad companies and the date of completion) and concludes that the joining of the two lines "symbolizes the unity of our country and a new chapter in America as two companies came together past their struggles to build something to make America greater" (Student I, Unit Test, p. 4). Mr. Teller gives her positive feedback noting, "Good answer! ☺" (Student I, Unit Test, p. 4). Mr. Teller reinforces, through his grading and his comments, that he values students' ability to make critical arguments and support them with historical factual evidence.

One student's response to a short essay question on the unit test is particularly illustrative of the kind of interweaving of historical factual knowledge and critical thinking that Mr. Teller seeks to achieve in his students. Students are asked to respond to

a quote from a U.S. Army General in charge of the Indian situation in the mid-19th century, who stated that

> [Buffalo hunters] have done more in the last two years, and will do more in the next year, to settle the…Indian question than the entire regular army has done in the last thirty years…. For the sake of peace let them kill, skin, and sell until the buffalo are destroyed (Teller, Unit Test, p. 6)

Students are expected to analyze and interpret this quote, sharing their critical understanding of what the general could have meant by his statement, and adding addition factual information to support their interpretive arguments. In response, one student wrote,

> The general means that the buffalo hunters have made more progress killing off the Indians in two years than the entire American army has in 30 years. The hunters aren't even physically killing the Indians. The Indians relied on buffalo to live, so by the time they had killed 50,000,000 buffalo, there were only about 2,000 buffalo left, and the Indians had little to no food, or the clothes or shelter they made from buffalo skins. By killing the buffalo, they were killing Indians, faster than the army was. (Student B, Unit Test, p. 6)

In this response, the student is marshaling factual knowledge – about the estimated number of buffalo killed over the 19th century and the number remaining and about the various important purposes that buffalo served for the Indian population - in support of the interpretation the student was making. The student's assertion in this brief response – that the General's quote was pointing to the elimination of the main source of the Indians' food, clothing and shelter as more effective in depleting the Indian population

than all of the efforts of the American army, at an even more rapid pace than the army could – is a critical thinking argument, analyzing the implied message of the General's quote in the proper context of the time period.

Another's student's response to the same question shared similar factual understanding, used in support of the critical thinking argument that killing off the buffalo was an "easier" path to destroying the Indian population than was outright war.

> I believe the general is saying that by the buffalo hunters killing all the buffalo they are therefore killing off the Indians as well. Maybe the annihilation of the buffalo is also annihilating Indians [sic] one by one due to starvation and loss of hope. Perhaps this is helping the army out. And maybe the destruction of buffalo is a better/easier route than war. After all, buffalo was the Indians' main source for everything almost – food, clothes, building material, bones, etc. So, by cutting off the source you'd be cutting off the Indians [sic] as well. (Student D, Unit Test, p. 6)

Student D demonstrates understanding of the same underlying, complex issue that Student B demonstrates – that war can be costly, messy and inefficient, and can drag on for a long time. Both students further pick up on the nuance that killing off the buffalo will likely produce the same ultimate effect as war – the decimation of the Native American population – without the cost of money, lives and time to the U.S. military. Both of these students demonstrate achievement of Mr. Teller's factual knowledge and critical thinking goals, and present them in an interwoven response to a contextual historical question.

Students' final thesis papers also reflect their achievement in critical thinking and critical writing along with the use of factual knowledge as evidence. Students responded to a topic of their individual choice; some selected topics included, "Was it worth it to go west during the nineteenth century?" "Did Cyrus McCormick develop modern business?" or "Was the U.S. Government fair with the Native Americans?" (Thesis Paper Topics, p. 1). On these various final unit papers making arguments about issues related to the Wild West, eleven students receive grades in the A range, and one student receives a grade of B+. Mr. Teller reflects that he is "very proud" (Email communication, Teller, 7/20/15) of the students' growth in critical thinking and interweaving factual support with their strong thesis arguments. The grading rubric for the thesis paper includes 20 points for "Content" (Thesis Paper Rubric, p. 1), assessing students on these items within this section:

> Is the thesis logically defended and supported throughout the essay? Are the supporting arguments effective? Is the thesis well-supported by way of evidence and examples? Is the student demonstrating depth of knowledge about the topic and a comprehension that goes beyond superficial understanding and/or encyclopedic facts? Is the amount of background information that is provided appropriate, too little, or too much? (Thesis Paper Rubric, pp. 1-2)

Students lose an average of only 1.5 points out of a possible twenty in this section of the rubric, reflecting high achievement in making a historical argument, making connections among issues and concepts, and providing evidence to support their arguments – the exact goals of Mr. Teller's navigation among purposes - bringing together critical

thinking and factual history knowledge. One student who receives full credit in the content section of the rubric begins her paper with a strong introductory paragraph:

> Little do people know that the tactics of business were created long ago by a man named Cyrus McCormick. Cyrus McCormick was not just any businessman; he was a special businessman who was far ahead of his time. Many scholars have debated whether or not Cyrus McCormick's ideas created modern business tactics. In the end, it is clear that Cyrus McCormick changed the way business is done in America by creating experts to teach farmers how to use his machines, guaranteeing to replace his broken machines, creating a research department in order to develop his products further, and creating the idea of purchasing through installment buying. (Student A, Thesis Paper, p. 1)

This student sets up her essay with a clear understanding of the factual contributions of McCormick, as she has learned in Mr. Teller's classes. This student then continues to support her introductory thesis by explaining each of these tactics in more detail, including facts about their origins and use during the Wild West and statements about how the absence of each of these tactics "would affect the economy today" (Student A, Thesis Paper, p. 2).

Another student demonstrates similarly strong, interconnected thinking and writing, bringing together factual knowledge and critical argumentation in her final thesis paper. Noting the impacts of the inventions of Joseph Glidden, this student begins her paper with this introduction:

> Imagine a local state penitentiary with high walls covered in twisted wires coiled into sharp tiny barbs. This is an invention which originated in the west, called

> barbed wire. Barbed wire was invented by Joseph F. Glidden in his backyard, using only wire, a coffee mill, and a grindstone. This invention by far had the greatest impact on the west overall. Barbed wire not only revolutionized the west, but changed the future for years to come. Barbed wire ended the cattle industry as it was at the time, nourished the agricultural business, and ended the days of the open range. (Student B, Thesis Paper, p. 1)

This student has clearly set up her overall critical argument – that barbed wire had a major impact on the business life of the American West – and then proceeds to provide the factual evidence to support her claim, citing internet articles, history textbooks and additional print sources in the process:

> With buffalo and cattle running amuck, farmers were struggling to protect their homes, livestock, and most importantly, their crops. Since its invention in the 1860s, barbed wire has been utilized by many farmers in both expanding and protecting their land…. Cattlemen did not like this [barbed wire] and soon many… would start to refer to barbed wire as "The Devil's Rope"…. It did spark many tensions between cattlemen and ranchers. (Student B, Thesis Paper, pp. 1-2)

This student takes her overall thesis and makes sure, through repeated examples and facts, to connect what she has learned about barbed wire and its impact on the West back to her original thesis statement.

Another student's paper showcases the interweaving of not only factual knowledge and critical thinking, but also relevancy to today's world. In writing also about Cyrus McCormick and his impact on the Old West and American today, she is sure to point out that McCormick's invention of a research department to refine and revise

products to better meet customer needs, is a precursor to the way that Apple operates in today's world.

A great modern company that uses a research department is Apple. Ever wonder how they keep coming out with new generations of the iPhone? A research department is the answer. For Apple, their research department is oen of the main parts of the company. It is the main reason Apple is so successful, because that is what helps them get new ideas for new and upcoming inventions. They also have a social media crew that monitors social media to see what people are thinking of their new designs…. Research departments help business grow. They help produce some of the most revolutionary ideas and inventions in our modern world. (Student D, Thesis Paper, p. 3).

Earning full credit for the content and argumentation of their papers, these students are additional example of student outcomes that show achievement of Mr. Teller's history learning purposes as reflected in his navigation of purposes – the consistent interweaving of critical thinking with history factual knowledge, with additional consistent connections to relevancy between history and the modern world as well. These student work products showcase Mr. Teller's harmonious teaching efforts – with all purposes intertwined as he teaches, student outcomes result with those desired effects intertwined as well.

Mr. Teller's assessment results for desired student growth and classroom management outcomes. Mr. Teller also places great importance on assessing students for achievement in his purposes related to empowerment and maintaining student interest. These assessments, however, are conducted more informally and subjectively, without formal documentation as to student outcomes. Mr. Teller reflects that he sees positive

student outcomes in these areas, based on observations and on anecdotes he hears from students after they have finished his class.

Student achievement in the area of maintaining interest is reinforced by feedback Mr. Teller receives from students in older grades. When they "come back to visit" (Interview, Teller, 3/31/15), they mention that "they…remember" (Interview, Teller, 4/24/15) the projects and simulations from his seventh grade course; Mr. Teller's lesson activities had captured their interest and kept their learning experiences in their memories, even years later.

> They remember the themes. They remember the songs. So they remember the information and for me, isn't that the point of school? Is to remember. So it's looking for a project that will stick with them for life. (Interview, Teller, 4/24/15)

Observations of class lessons support the finding that student outcomes related to interest in the class are high. Each lesson finds students with hands raised to ask or answer questions, students actively contribute to group projects and rehearsals, with very few tangents, lulls, or behavioral distractions occurring throughout the entire span of the observed unit (Observations, Teller).

Mr. Teller's student outcomes related to empowerment also suggest generally high achievement. The vast majority of students volunteer to participate in class discussions; in the lessons observed, only one student never raised her hand to participate orally in discussion. Mr. Teller shares one particular anecdote that exemplifies, to him, his students' growth in their sense of empowerment and willingness to give voice to their opinions in a respectful, supported way.

> She said, ‘You know what, Mr. T?... My mom looked at all my…texts and I told her, 'It's about time, mom, that you don't look at my texts anymore. I've proven to you over the last year and a half that I'm not doing anything wrong. You've looked at all my texts and I think you shouldn't look at my texts.' Her mom went, ‘Yeah, I think you're right.’ I said, ‘Oh my gosh Melanie, you're growing up, good for you. You actually spoke up for yourself and you did it appropriately.’ (Interview, Teller, 3/31/15)

One area related to empowerment that reflects inconsistent student outcomes, however, is the American West Idol performances. Of the three groups in this section of Mr. Teller’s course, only one group chose to perform in front of the middle school on the day of the show; two groups of students “felt they were not ready” (Interview, Teller, 5/20/15). Mr. Teller reflects that he feels one group simply lacked the confidence in the end to sing and dance in front of their peers. “I just think they chickened out. They performed it this morning [just for the class], and it was good….The words were great and they were totally into it..., they could've gone and been okay. (Interview, Teller, 5/20/15) The other group that chose not to perform had been beset with logistical difficulties; frequent absences of group members meant that they did not have a polished group performance to put on stage, and they were “unwilling” (Interview, Teller, 5/20/15) to show an unfinished product. The group that did perform, however, did so with an energetic, synchronized, stage-worthy rendition of their song, which was met with strong applause and cheering from the audience (Observation, Teller, 5/15/15).

Despite the inconsistent student empowerment outcomes during the Idol performances, the general sense in Mr. Teller’s class is that he succeeds in helping his

students practice speaking their minds and giving voice to their opinions. Students rise to the occasion he provides in the review game prior to the unit test; without using any notes or texts, students raise their hands to answer the questions, share their responses, and consistently earn points in the game for their team (Observation, Teller, 5/11/15). The quickness with which they respond to questions orally, without notes, may also be a strong indicator of a feeling of confidence and empowerment in Mr. Teller's classroom. The students are learning "to trust their own knowledge" (Interview, Teller, 5/20/15) and use that knowledge confidently in class and in life. Mr. Teller shares another anecdote from a student's home life in support of positive student outcomes related to his empowerment purpose. One of his students, at an adult party thrown by her parents, was able to comfortably respond to the guests' questions about what she had been learning in history class. The student related that "they [the adult guests] were impressed" (Interview, Teller, 3/31/15) at how much she know and how confidently and intelligently she could discuss major themes in history. Students in Mr. Teller's class are willing to self-advocate, coming to him to speak up when they have a problem with which they need assistance (Observation, Teller, 4/23/15), or when they are looking for clarification on their understanding of class material (Observation, Teller, 5/13/15).

Summary of the relationship between Mr. Teller's purposes and desired student outcomes (Research Question 3). In this section, I have described Mr. Teller's various assessments for student outcomes, and have analyzed formal and informal assessment results related to Mr. Teller's history learning purposes, student growth purposes and classroom management purposes. Mr. Teller's navigation among purposes as the maestro of his classroom orchestra, emphasizing all of his purposes in an

interconnected and intertwined manner, does produce the harmonious, holistic sound that his purposes intend. Mr. Teller's students produce high-level outcomes in factual knowledge, critical thinking and relevancy, with these outcomes growing in success rate as the teaching unit goes on. By the end of the unit, student outcomes, particularly in factual knowledge and critical thinking, are very high, as their tests and thesis papers demonstrate. Mr. Teller's students also achieve positive outcomes related to empowerment and student interest, as supported by their classroom participation, and by anecdotes from non-classroom areas of their lives. While some students do not consistently reflect desired outcomes in the American West Idol performance, these same students who did not choose to perform publicly, were still able to showcase confidence and empowerment when surrounded by a smaller audience. In general, the evidence of positive student outcomes found in Mr. Teller's formal and informal assessments is directly aligned with the patterns found in his purposes navigation; critical thinking in history is at the forefront of student work, with support interwoven from historical facts. Students are engaged with the material, and confidently participate in class activities that place high demand on their sense of voice and opinions. Mr. Teller's symphony seems to be a success, as his various purposes, plans and activities have come together in one beautiful piece of music, to create a powerful, lasting, engaging history learning experience for his students.

Summary of Findings for Experienced Teacher Participant

In this chapter, I have described the personal approach and teaching environment of the experienced teacher case study. The description of Mr. Teller's background and philosophy is meant to provide deeper insight into why, and how, he makes decisions

about what and how to teach his seventh grade American history class. I have detailed the major purposes operational in Mr. Teller's decision-making, and have analyzed patterns in Mr. Teller's teaching to describe his navigation among his various purposes. In describing this navigation, both across all observed lessons and within specific activity structures, a picture has emerged of Mr. Teller as an orchestra conductor, seamlessly bringing together individual components into a successful whole experience. I have shown the deep consistency of Mr. Teller's purposes throughout his teaching, and described which purposes tend to co-occur with each other, and with specific activity structures, to accomplish all of his combined goals. Through analysis of Mr. Teller's students' formal and informal work in this unit, I have sought to demonstrate alignment between Mr. Teller's navigation of purposes and positive student outcomes, as Mr. Teller's students grow in their ability throughout the unit to interweave factual history knowledge, critical thinking, relevancy, engagement and empowered voice in sharing interpretations. Students are able, with great consistency, to demonstrate that they can bring together factual information, apply it critically to historical analysis, connect that analysis to issues in the world today, and do so with a confidently expressed, engaged written and spoken voice in assignments and class discussions. Mr. Teller as maestro leads his students in producing desired outcomes in his history class, building their thinking, knowledge, empowerment and interest over the course of his "symphony," reaching a crescendo – the highest student achievements on final unit work - as the musical piece comes to a close. Mr. Teller takes all of the many components of a classroom and intentionally guides all of these components to serve the greater learning and growth purposes of his middle school American history teaching.

Chapter 6: Discussion

This study began with the recognition that history education in the U.S. today is not meeting with consistent or extensive success (NAEP, 2010, 2014; VanSledright, 2008). This study was premised, therefore on the contention that understanding the underlying purposes and purposes navigation that drive a novice and experienced history teacher's classroom decision-making can help the field better understand the in-the-moment teaching contexts and experiences that create desired student outcomes (Barton & Levstik, 2004; Slavin, 2011; Thornton, 2005). There is disagreement in the research literature about the characterization of teachers' purposes; broad case studies of history teachers' purposes posits that history teachers make decisions with singular, consistent, planned purposes in mind (Barton & Levstik, 2004; Grant, 2003; Gradwell, 2010; van Hover & Yeager, 2007; Wineburg & Wilson, 1988), while individual case studies and large-group studies of detailed, in-the-moment decision-making throughout teachers' entire teaching context (including subject matter and classroom-related purposes) point to a multiplicity of purposes that teachers must shift among, responding to emergent classroom situations as needed (Aguirre & Speer, 2002; Kennedy, 2005). This study situated itself at the intersection of these two understandings of the nature of teachers' purposes, exploring, via a fine-grained look at all of the teacher's in-the-moment decisions throughout a teaching unit, these research questions:

1. What subject matter and classroom-related purposes influence the classroom decision-making of a novice American history teacher and an experienced American history teacher?
2. What patterns of purposes emerge in a novice American history teacher's

decision-making and an experienced American history teacher's decision-making, throughout a series of class periods, within and across different activity structures utilized in teaching the unit?

3. What relationships can be found between a novice teacher's navigation among purposes and desirable student outcomes? What relationships can be found between an experienced teacher's navigation among purposes and desirable student outcomes?
4. What differences can be found between a novice teacher's navigation of purposes and an experienced teacher's navigation of purposes?

While the previous two chapters have presented findings related separately to a novice and then an experienced teacher's purposes, navigation among purposes and resultant student outcomes (the first three research questions), further analysis comparing these two cases is instructive, and can address the final research question of this study, listed above.

The research literature on history teachers, and teachers in general, presupposes and demonstrates that novice and experienced teachers teach in different contexts, with different needs and concerns to be addressed (Harris & Bain, 2011; Kennedy, 2005; Monte-Sano, 2008; Monte-Sano & Budano, 2013; Monte-Sano & Harris, 2012; van Hover, 2006), and that there is something important to be gained by understanding the "wise practice" of experienced history teachers (Wineburg & Wilson, 1988). By comparing a novice and experience teacher's purposes, purposes navigation, and student outcomes, this study deepens, extends, clarifies and adds to the extant literature about novice and experienced history teachers' practice to illuminate ways that time and

professional experience can affect their in-the-moment decision-making about history subject matter purposes and classroom-related purposes, as well as what connections that decision-making might have to desired student outcomes. Exploring the differences between a novice and experienced teacher's purposes navigation can also help point the field to possible new directions in history education research and effective history teaching.

In this chapter, I will present the findings from a cross-case analysis, highlighting the differences in the purposes, purposes navigation and student outcomes of the novice and the experienced teacher participants in this study. Following this, I will discuss the implications from this study for history education and history education research. Finally, I will conclude with a discussion of the limitations of this study and directions for future research to build from the methods and findings of this study.

Purposes, Purposes Navigation and Student Outcomes Differences Between a Novice and Experienced History Teacher (Research Question 4)

While Mr. King and Mr. Teller possess many similarities – similarly-named history subject matter purposes, similar themes in their student growth and classroom management purposes, similar general approaches they use to measure and assess student outcomes in subject matter and classroom-related goals, and demonstration of respective alignment between the character of their navigation of purposes and the nature of desired student outcomes – what is most instructive about comparing these two teachers are their differences. This novice and experienced teacher differ, first and foremost, in the emphases each of them places on his understanding of the purposes for teaching history. These two teachers differ also in the overall character of their navigation among purposes

when their subject matter and classroom-related purposes are both taken into account. See Figure 6.1 for a visual representation of these comparison points to be discussed in this section.

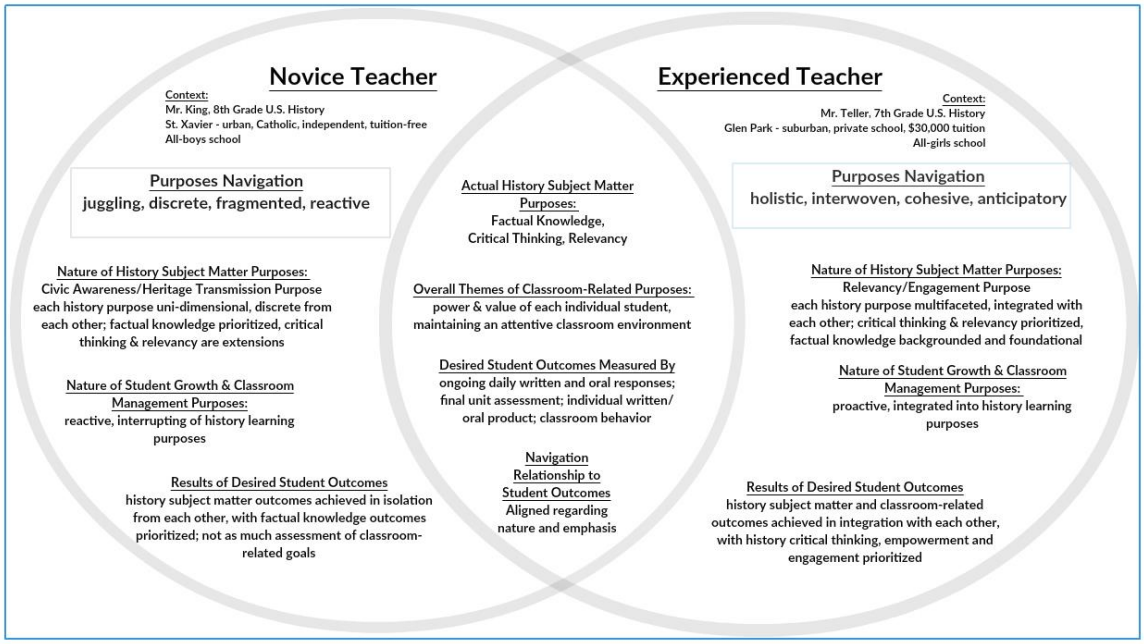


Figure 6.1. Graphic representation of similarities and differences between novice and experienced teacher.

Salient differences are found in three major areas when comparing the novice and experienced teachers in this study: 1) Mr. King and Mr. Teller seem to understand, and enact, the major purpose for teaching history in different ways from each other, placing each of them, according to my analysis, in a separate overarching history learning "purpose" as found in the research literature; 2) Mr. King's and Mr. Teller's respective navigation among all of their various purposes can be described as very different in overall character; and, 3) Mr. King and Mr. Teller achieve different levels of student outcomes in their respective classes, with these differences being generally aligned with the nature of each of the teacher's navigation among purposes.

These teachers differ in their understanding of their similar history learning purposes. It is striking that Mr. King and Mr. Teller, teaching in two very different school settings, and bringing two very different sets of professional background and experience, name their underlying history learning purposes with the same terms (factual knowledge, critical thinking, relevancy). However, these two teachers understand those similarly-named purposes with important key differences: 1) even within similarly-named history learning purposes, each teacher understands those history learning purposes with differing nuance and context; 2) the history learning purposes each teacher emphasizes and understands differently showcases alignment between that teacher and a particular approach to history education in the research literature.

Differences in nuanced understanding of their history purposes. As mentioned earlier, Mr. Teller and Mr. King come to their teaching with what seem to be similar history learning purposes – developing their students' factual history knowledge, building their critical thinking skills, and creating a sense of relevancy of history to the students' lives today. However, Mr. Teller and Mr. King ultimately understand those similarly-named history learning purposes differently from each other. For example, for Mr. King, critical thinking in history means that students are asking "why" questions, making connections between events and why they occurred. Critical thinking in Mr. King's class has a singular meaning; it is equivalent to delving into the causes of historical events. Mr. King clarifies that one of his major purposes in teaching history is to help his students "just question things. How did this get there?" (Interview, King, 1/13/15). In Mr. Teller's classroom, on the other hand, critical thinking is multi-faceted; critical thinking is, all at once, about understanding multiple perspectives, about interpreting and making historical

argumentation from evidence, and also about peeling away the layers of complexity that is the "stuff" of historical study. Mr. Teller states that when he names critical thinking as a goal of his history teaching, this means that he wants his students to "understand that people are complex… [that] interpretations must be backed up by evidence…[and that] history is about impacts and cause and effect" (Interview, Teller, 3/31/15). While both teachers name critical thinking as a key underlying purpose driving their history learning decision-making in the classroom, they each understand, and manifest, that same named purpose very differently.

Mr. Teller, an experienced teacher, has nuance, complexity and multiplicity in how he understands his purposes. Mr. King, a novice teacher, operates with an understanding of his purposes as more uni-dimensional and straightforward. A similar pattern can be found in how Mr. King and Mr. Teller understand their relevancy purpose. For Mr. King, relevancy has a largely straightforward manifestation; historical relevancy in Mr. King's classroom occurs when connections can be made between the study of history and something in the students' lives today, when students can ask and answer the question, "Why is that [historical event] relevant to us today?" (Interview, King, 1/13/15). While Mr. Teller also chooses to focus on historical relevancy to help his students make connections between history and the world today, Mr. Teller's understanding of relevancy also includes additional, nuanced components. Relevancy in Mr. Teller's classroom is similarly about the ways that "history can connect to their [students'] reality…today" (Interview, Teller, 4/23/15). But relevancy in his classroom is also about developing his students' sense of historical empathy - their ability to connect themselves emotional and contextually to the historical time period, issues, emotions and

concepts being studied, "to put students in the experience…[for] deeper understanding" (Interview, Teller, 4/23/15), and about their ability to connect so deeply to the material that they "remember it forever" (Interview, Teller, 3/31/15).

Differences in alignment with overarching field approaches to teaching history. Mr. Teller and Mr. King not only understand their history learning purposes differently from each other, they also prioritize and emphasize their history learning purposes in different degrees from each other. Mr. King's classroom is characterized by its prioritization of factual history knowledge; factual history knowledge is the history learning purpose that occurs most frequently, is assessed most frequently, and meets with student achievement most consistently. Mr. Teller's classroom, on the other hand, is characterized by its emphasis on relevancy and engagement (an interweaving of the relevancy history learning purpose and the overall classroom management purpose of keeping students engaged and interested in the lesson). As these two purposes interweave and support each other, it creates a dominant feel in Mr. Teller's classroom that student engagement in the history learning experiences is of utmost importance, so that "they remember it forever" (Interview, Teller, 3/31/15).

This key difference in overall history learning purpose emphasis puts each of these teachers more in line with different overall approaches to history learning as described by the research literature (see Chapter 1). Even though these teachers don't name themselves as aligned with any particular approach to teaching history drawn from the history education research literature, nor do these teachers express any particular awareness of the field promoting or categorizing different overarching purposes for history education, my analysis of their purposes nonetheless finds alignment between

each of these teachers and one of these major approaches: Mr. King's history education focus places him, in my analysis, as someone who teaches history primarily for a "Civic Awareness/Heritage Transmission" purpose. In this approach, factual knowledge has primacy (VanSledright, 2008, 2011), and students learn about American history to better prepare them to be literate citizens of current society (VanSledright, 2008, 2011). Mr. Teller's emphasis, on the other hand, places him more in line with the approach that focuses on teaching history for a "Relevancy/Engagement" purpose. In this approach, student active engagement in history, experiences of historical empathy and opportunities to see connections between history and their lives today creates a lifelong appreciation for the study of history and helps solidify historical issues, facts and themes, in students' memories (Rosenzweig, 2000; Yarema, 2002). While Mr. Teller also possess some purposes that touch slightly on aspects of the purpose of teaching history for "Disciplinary Literacy" (encouraging students to consider historical perspective, source analysis/evaluation, critical thinking and drawing connections between events), his teaching decisions do not fully align with the complex disciplinary literacy approach as described in the research literature (van Hover & Yeager, 2007; VanSledright, 2002; VanSledright, 2011; Wiley & Voss, 1999; Wilson & Wineburg, 1988; Wilson & Wineburg, 1993; Wineburg, 2001); relevancy and engagement are instead major components of what Mr. Teller wants his students to "get" out of studying history.

By placing greater emphasis on certain aspects of history education (Mr. King's factual information prioritization and Mr. Teller's relevancy and engagement focus), teachers with these approaches might also expect to find student outcomes aligned with the prioritized area of history education (VanSledright, 2008). That connection is borne

out in both Mr. King and Mr. Teller's classrooms; students in Mr. King's classroom do achieve more related to factual knowledge acquisition than they do in any other area of his history learning purposes (critical thinking or relevancy), and students in Mr. Teller's classroom have very strong outcomes related to engagement and relevancy (along with their strong interwoven critical thinking outcomes as well).

These teachers differ in the character of their navigation among subject matter and classroom-related purposes. One important area of difference between Mr. King and Mr. Teller sheds important light on how differently they navigate among purposes – the specific role that classroom management purposes play in their respective classrooms in relation to the history learning taking place. In how they think about time management and in how they approach maintaining a distraction-free classroom environment, Mr. King and Mr. Teller reflect a different underlying attitude to the role of classroom management. Mr. King's purposes can be characterized as problem-solving and reactive in nature, while Mr. Teller's classroom management purposes seem to be more opportunity-driven and proactive. As Mr. King, for example, manages the ticking clock during his lessons, he is frequently reminding students about the limited amount of remaining time to accomplish a task, or thinking about what lesson choice will "waste more time" (Interview, King, 3/10/15) than another. Repeated observations of Mr. King show him making references to his awareness of passing time, and he is reflective that he does not always have the tools at his fingertips to effectively use that remaining classroom time. Mr. Teller, conversely, frames his decision-making about time usage with an opportunistic attitude and adeptness, asking himself what will be the best use of

the time allotted, and making decisions in advance and in the moment, to effectively maximize student learning time (Interviews, Teller, 4/9/15; 5/20/15).

A similar contrast can be found in how each teacher approaches maintaining a distraction-free learning environment so that students can more consistently give their attention to the classroom learning. Mr. Teller addresses classroom management from a proactive stance, making decisions to capture and maintain student interest in the learning activities, so that their distractibility is limited *a priori* (Interview, Teller, 4/9/15). Mr. King, on the other hand, is largely reactive in his classroom-management-driven decisions, working to minimize distracting behavior after it has already occurred during class , as seen throughout observations of his teaching. This difference – between Mr. King's approach of working to redirect student attention and Mr. Teller's approach to engaging student interest - helps support the metaphorical roles ascribed to these teachers in the previous chapters. Mr. King's problem-solving, reactive approach to classroom management is a major component of the juggling act that characterizes his teaching; as one ball is tossed in the air, Mr. King visibly takes action in response to the ball, to attempt to prevent that ball from dropping, or derailing his lesson. Mr. Teller, on the other hand, acts as the orchestra conductor as he proactively and anticipatorily directs and leads the students in his class so that their attention is, by default, on him and what they should be doing, or that he is actively thinking about what is the best use of time in the lesson. Mr. King and Mr. Teller seem to operate with a shared end goal – a managed classroom – but differ in their fundamental approach to achieving that goal.

Readily apparent throughout observations of their teaching, interviews with each teacher, and the resultant purposes maps developed through the in-depth interviews, are

the major differences in how this novice and this experienced teacher navigate among all of their purposes. The metaphors presented in the previous chapters can be instructive in making comparisons between Mr. King and Mr. Teller. Mr. King, a novice teacher, tends to operate as a juggler, with each of his many purposes as a separate "ball" in the air, reacting as needed to each emergent classroom situation. By contrast, Mr. Teller, an experienced teacher, operates as an orchestra conductor, more seamlessly and nearly invisibly weaving together several multifaceted, nuanced purposes into an overall consistent, holistic message, which proactively anticipates classroom situations that will call for certain purposes to be more emphasized in a given moment.

Mr. King's purposes navigation can be characterized as more fragmented, with discrete purposes operational largely separately from each other. Each of his purposes is largely discrete and self-contained, and his navigation among them is also more discrete and uni-dimensional; he jumps from purpose to purpose in a more visible and fragmented manner, and most often, with only one purpose at a time as operational. This novice teacher's discrete and still-growing purposes navigation patterns are reflected in his teaching, as described earlier, and in the ways that he reflects on his teaching during interviews. Sometimes tentative and unsure about why he made a particular decision, Mr. King is a novice teacher just beginning the self-reflective growth process; the interviews conducted for this study often helped him to achieve some desired professional development.

> I definitely still feel that I'm learning every day what to do, so this [participating in this study] is going to be really helpful. I know it's really helpful to you, but it's

> going to be so helpful to me, too, to look at… write stuff down. (Interview, King, 1/13/15)

During interviews for this study, Mr. King would often note that watching the video of his own teaching helped him see that a different decision may have been more effective in a given situation. Reflecting on the review activity before the final unit test, Mr. King pondered, "Maybe I should've had them do number 3 and number 6 first, so they would be prepped for the game… maybe I should change the game? Give out the questions instead of reading them out loud?" (Interview, King, 3/10/15). The years, experienced, confidence, self-reflection and repeated practice that Mr. Teller possesses and exhibits with ease, is what still lies ahead for Mr. King as he is embarking down the path of the professional, purposeful teacher.

Mr. King, as a novice teacher, has not yet lived the years of experience and repeated opportunities for solidifying a more consistent, cohesive, "singular" nature to his purposes navigation, as Mr. Teller has. With purposes navigation patterns characterized as more fragmented, with each of his many purposes operating in a more discrete manner from the others, fluctuating among those purposes throughout his teaching, Mr. King is aligned more with the research literature that points to multiple, shifting purposes throughout a teaching experience (Aguirre & Speer, 2000; Kennedy, 2005). Mr. King more frequently seems to be making decision changes in the moment of teaching, shifting and adjusting based on emergent situations in the classroom, and even notices himself that he "definitely changed some" (Interview, King, 2/3/15) of the aspects of his lesson plans during this unit. Each of his purposes is important in its own right, and each does drive his decision-making in the classroom. More often than not, however, Mr. King's

purposes act separately from each other; when one is operational, others fade into the background or are suspended temporarily. With the exception of some purposes that tend to co-occur with each other, as noted in Chapter 4, Mr. King is largely focused on juggling one purpose "ball" at a time. As he works to successfully keep the juggling act going, he must attend to each individual ball as a separate entity, each with its own needs and pull on his attention.

On the other hand, Mr. Teller's holistic, interwoven, proactive navigation of purposes, while technically based on multiple purposes, is navigated in such an interconnected, consistent manner, that it gives the impression of singularity of purpose, as is more seen in the research about history teachers' singular, consistent purposes coming through in their teaching (Gradwell, 2010; van Hover & Yeager, 2007; Wineburg & Wilson, 1988). The key difference between Mr. Teller's holistic singularity of purpose and the singularity of purpose heretofore discussed in the research literature is that Mr. Teller's is based on interweaving several purposes, both related to the history subject matter and to classroom-related purposes, yet still presenting a consistent, holistic message to his students.

Mr. Teller consistently plans lesson activities that bring together multiple purposes into one experience. The American West Idol project captures student interest, challenges them to perform confidently in front of an audience, and demands that they bring historical factual knowledge and critical understanding of themes and issues into a performance that, through its tie-in to modern songs and lyrics, puts students in the shoes of historical characters, making them more relevant. Mr. Teller's final unit assessment achieves a similar interweaving of purposes; the exam asks students to connect their

factual and critical knowledge of the time period and describe a job that they might have in the Wild West. By creating this relevancy opportunity for students to see themselves in the time period, and by asking them to think, write and draw about aspects of that job and home life in the West, their interest is captured and their opinions, their perspective, their voice, matters.

Mr. Teller's navigation of purposes can be labeled as holistic not only because he brings together multiple purposes in individual experiences or assignments, but also because of the naturalness he conveys as he moves through the various components of his lesson plans. There is an ease and invisibility to Mr. Teller's navigation; his decision-making is less apparent, and even when done in the moment, has the feel of expertise and confidence to it. He knows how to bring all of his purposes together proactively, in anticipation and confident knowledge of what to expect from his classroom, to form one holistic learning experience, because he has done so before, has reflected on his craft, and continues to work to refine and improve his practice. Several times during each interview for this study, Mr. Teller refers to the ongoing reflection and revision to his curriculum and pedagogy in which he regularly engages. Prior to this unit, in fact, Mr. Teller had met with the school's learning resource coordinator to explore how he could revise the Wild West unit test to "make it different" (Interview, Teller, 3/31/15) and "better do what I want it to do" (Interview, Teller, 3/31/15). For Mr. Teller, a continuously reflective, experienced teacher, there do not seem to be interruptions to his teaching; rather, his different purposes flow and interweave in his decision-making throughout his teaching as he seems to anticipate, and therefore plan deliberately in advance, for situations that might emerge. Mr. Teller's, repeated, confident interview responses about his goals and

decision-making indicate that his navigation of purposes is based on planned, deliberate integration of purposes, as described by the research literature about history teachers' singularity of purpose. Mr. Teller's purposes navigation brings together all of the instruments, melodies and harmonies of his classroom, creating a symphony that is, all at once, multiple parts forming a cohesive whole: historical factual knowledge and a sense of history's relevancy allows students to understand and discuss the complexities of history, students are empowered to share their voices in interpreting and arguing about those complexities, and the entire experience taken collectively is interesting and engaging.

These teachers differ in their relative achievement of desired student outcomes. An important corollary to the differences in this novice and experienced teacher's navigation among purposes are the differences in their respective classroom's student outcomes. Both teachers experience student outcomes aligned in character to the nature of each teacher's respective navigation among purposes.

Mr. King's students' classroom outcomes are aligned with his more fragmented and isolated navigation among purposes. As mentioned earlier, students are able to accomplish most of Mr. King's history learning goals in isolation from each other. Factual knowledge is prioritized on the unit test, and is demonstrated throughout assessments separately from critical thinking (King, Unit Test; King, Do Nows). History relevancy connections occur largely only in classroom discussions, often separately from the other history learning goals of the course (King, Observations), and student growth and classroom management purposes are assessed for desired student outcomes only informally and not always consistently (King, Interview, 1/31/15; 2/9/15). Mr. King's

more fragmented purposes navigation means that there is less repeated emphasis of purpose; separate purposes do not allow for overlapping reinforcement. Because Mr. King's purposes navigation is characterized by being pulled in multiple directions, there is less opportunity for consistency of overall message; student outcomes reflect that fragmentation as well. Mr. King's reactive purposes navigation seems to imply that students are not as consistently reaching the goals that he sets for them, and that he therefore must regularly adjust his teaching in response, to try to achieve more consistent student outcomes in his desired areas.

Mr. Teller's students, on the other hand, are able to more consistently respond successfully to assessments demanding interwoven inclusion of factual knowledge, critical thinking and relevancy (Teller, Unit Test), and largely consistently demonstrate interest and empowerment by actively engaging in class lesson activities and sharing their opinions (Teller, Observations). Mr. Teller's interconnected, interwoven purposes add even greater support to the achievement of student outcomes in all of Mr. Teller's purpose areas; by emphasizing all purposes throughout all learning experiences, Mr. Teller proactively, and seamlessly, helps his students rise in achievement in all of these areas simultaneously.

These key differences in the nature and degree of achievement of student outcomes are important for understanding the impact of a teacher's navigation of purposes on his students' overall achievement. For this novice and this experienced teacher, student outcomes were strongly aligned with the nature of the teacher's navigation of purposes, both in overall character and in relation to the specific purposes that were more frequently prioritized. The novice teacher in this study presented with

more fragmented, discrete navigation among purposes and resultant student outcomes, while the experienced teacher in this study operated with an interwoven, complex, fluid, holistic navigation among purposes and similarly holistic and consistent student outcomes.

Understanding these teachers' differences in relation to novice vs. experienced comparisons. The findings noted in this study, highlighting differences of complexity, fluidity and connectedness between a novice and an experienced teacher, are aligned with similar differences in the research literature between novice and experienced teachers, as noted earlier in Chapter 2. Studies of novice and experienced teachers in general (Klimczak & Balli, 1995; Westerman, 1991) and of history teachers specifically (Harris & Bain, 2011) point to similar characterizations found in this study – that novice teachers tend to conceptualize and enact teaching with more discrete, narrow frameworks, giving attention to smaller individual units when thinking about and implementing their goals, purposes and thematic understandings of their content area, while experienced teachers conceptualize and enact teaching in a more fluid, interconnected, complex manner. The differences noted in this cross-case analysis point to similar contrasts in how Mr. King and Mr. Teller understand their history learning purposes, how they navigate among their subject matter and classroom-related purposes, and in how their decisions result in differing student outcomes.

It is important to note, however, that while that while these two teachers do differ on their relative years of teaching experience, and that Mr. King is a novice teacher and Mr. Teller is an experienced teacher, there are also many additional contextual factors that differ between these two teachers. Mr. King and Mr. Teller also possess different

educational backgrounds, both in history itself and in education coursework; both teachers teach in very different school and student contexts related to gender, race and socio-economic status. This study cannot assert, nor does it attempt to, that the differences between Mr. King and Mr. Teller are attributable to their differences in years of teaching experience. What is significant about this study, however, is that it points to deeply-analyzed differences in purposes navigation between these two teachers, and the aligned differences in resultant student outcomes between their two classes.

Summmary of differences between Mr. King and Mr. Teller. Mr. King and Mr. Teller differ in three key areas related to their purposes. These two teachers understand and emphasize their history learning purposes differently from each other; they navigate among their subject matter and classroom-related purposes with very different tones and character from each other; and, they achieve student outcomes aligned with their purposes navigation, which means that their student outcome achievements are different from each other in nature and in consistency. Mr. King understands his history learning purposes in more straightforward, uni-dimensional ways; his emphasis of factual history knowledge above all else places him in a "Civic Awareness/Heritage Transmission" approach to teaching history. Mr. King's similarly discrete, fragmented navigation among his subject matter and classroom-related purposes aligns with similarly fragmented, isolated achievement of desired student outcomes. Mr. Teller operates with history learning purposes that are more complex and multifaceted, and his prioritization of student engagement and relevancy aligns him with the "Relevancy/Engagement" purpose for teaching history. Mr. Teller's navigation among purposes is more integrated, holistic and interwoven as his purposes work together to support, and accomplish,

interwoven achievement in all purposes areas. Mr. King and Mr. Teller's differences in purposes understanding and purposes navigation are aligned with differences found in the research literature related to novice and experienced teachers; however, since Mr. King and Mr. Teller also differ on many other important contextual factors, it cannot be stated that the novice/experienced pivot is the (sole) determining factor accounting for these differences.

Implications

This study has important implications for the extant research literature about history teachers' purposes, about the differences between novice and experienced history teachers, and for the current practice of history education. By using the pivot of comparing a novice and an experienced history teacher to illuminate differences in purposes, purposes navigation and student outcomes, this study responds to the history education research literature in three important ways: 1) this study brings together two seemingly separate approaches in the research literature about teachers' purposes, finding a middle, combined ground between history subject matter's, singular, consistent purposes (Barton & Levstik, 2004; Grant, 2003; Gradwell, 2010; van Hover & Yeager, 2007; Wineburg & Wilson, 1988) and classroom context-included multiple, shifting, emergent purposes (Aguirre & Speer, 2002; Kennedy, 2005). In the process, this study clarifies the research literature about history teachers' purposes in general, demonstrating that it is not necessarily singularity of purpose that is the most accurate descriptor of a history classroom, but rather consistency of purpose that is important; 2) this study adds to the research literature by emphasizing the importance of a teacher's navigation among purposes, both for understanding differences between this novice and this experienced

teacher, and for noting alignment between these teachers' patterns of purpose navigation and the nature of resultant student outcomes; 3) this study adds to the research literature about teachers' purposes, pointing to an important distinction between the novice and experienced history teachers studied here – the development of a more consistent and interwoven navigation among purposes over time and professional experience; and, 4) this study deepens the research literature related to teachers' reflections about their purposes, providing viable methods for exploring and unpacking teachers' self-reflections about their in-the-moment decision-making.

This study integrates different research understandings about teachers' purposes. This study brings together the two approaches in the research literature about the realities of teachers' in-the-moment decision-making in the classroom, exploring history teachers' wise practice characterized by singular, consistent and planned purposes (Barton & Levstik, 2004; Grant, 2003; Gradwell, 2010; van Hover & Yeager, 2007; Wineburg & Wilson, 1988) as well as teachers' realistic practice characterized by multiple, shifting and emergent purposes (Aguirre & Speer, 2000; Kennedy, 2005). Framed by a close analysis of teachers' underlying purposes throughout a teaching unit, this study explored how a novice and an experienced American history teacher navigate through potentially competing and conflicting purposes – those related both to their subject matter teaching and to their goals for student growth and classroom management.

Confirming the inclusion of classroom-related purposes. This study confirms that research into teachers' purposes benefits from including data emphasized by both literature approaches, and specifically that classroom-related contexts and purposes (Kennedy, 2005) ought to be included in studies examining history teachers' purposes

and in-the-moment decision-making in the classroom. For both Mr. King and Mr. Teller, history learning purposes were a major part of their purposes, but they were only one part of the story of their teaching. The teachers in this study possessed additional purposes influencing their decision-making – purposes related to student growth and to classroom management – and the intersection of these purposes with their history learning purposes actively impacted how history learning occurred in their classrooms. By omitting classroom-related purposes from their studies, the extant literature on history teachers' purposes is limited, providing only a slice of the data pertinent to the picture of how history teachers' purposes affect their teaching. By broadening the conversation about history teachers' decision-making to include the student growth and classroom management purposes that also are part of desired student outcomes, this study supports the reality of teachers' total experiences in the classroom. By validating and giving voice to the non-subject matter components that are also important to the teaching process, this study directs researchers and practitioners to consider measuring student outcomes beyond those related to the subject matter alone, and to consider that there are additional factors beyond subject matter curriculum and pedagogy that can affect student outcomes. These additional factors (student growth and classroom management purposes) do not play a mere side role; they can be integral and integrated into the achievement of desired student outcomes, in both the subject matter and in classroom-related goals as well. This study confirms that the context of teaching, beyond the subject matter alone, has an important place in the study of teachers' purposes.

Creating a middle ground – purpose interweaving. This study also showcases that there may be a middle ground between seeing history teachers' purposes as singular,

consistent and planned and seeing teachers' purposes as multiple, shifting, planned and emergent. Mr. Teller operated with multiple purposes, both in his history learning purposes and his classroom-related purposes, and yet these multiple purposes wove together to form a cohesive, holistic whole in a manner similar to a singular purpose. It was this interweaving of purposes, allowing multiple purposes to co-occur, support and reinforce each other, that gave Mr. Teller's purposes navigation the feeling of singularity of purpose. His many purposes folded into each other to provide his students with a holistic, though multi-faceted, consistent message of the purposes of his classroom. Mr. Teller did engage in some shifting of purposes, but the nature of his navigation patterns meant that this shifting was less apparent and more seamless, appearing to observers as consistent, rather than visibly shifting. Furthermore, Mr. Teller *planned* for *emergent* situations. With navigation patterns characterized as proactive and anticipatory, Mr. Teller made decisions influenced by years of experience that gave him the knowledge of what lesson activity structures might best accomplish his goals, and thus proactively keep students interested and engaged, avoiding the kinds of classroom distractions that Mr. King had to actively work to minimize. The skill of interweaving purposes is something that characterizes Mr. Teller's teaching, but does not yet characterize Mr. King's. By pointing the way toward a compromise position wherein an experienced teacher operates with multiple, planned and emergent purposes acting like singular, planned purposes, this study brings together and extends the current research literature's different positions toward a new paradigm to explore.

Clarifying consistency of purpose as key descriptor. This study also clarifies the current research literature related to the key descriptor of focus when discussing teachers'

purposes. When comparing a novice and experienced teachers' purposes in this study, it was the difference of consistency of interwoven purpose between the two teachers that was the highlight of their contrasting purposes navigation patterns. Operating with multiple purposes interwoven into one whole, Mr. Teller repeated his message, over and over again, of history's complexity being understood through the engaged voicing of supported interpretations. Key phrases and messages repeated throughout every day of his teaching, and this repeated message was delivered to his students with such consistency that his students had created signs for his classroom listing these oft-repeated quotes (Observation, Teller, 4/9/15). It did not seem to be an issue of multiplicity versus singularity of purpose that was the most important descriptor of Mr. Teller's classroom; rather, it was his consistency of purpose that came through as a hallmark of his observed teaching, and a hallmark of his responses during interviews.

Furthermore, it was Mr. Teller's consistency of purpose that was the characteristic with greatest alignment with student outcomes – Mr. Teller's students were able to consistently respond with empowered answers aligned to his consistent, repeated message. Mr. King's less consistent, fragmented purposes navigation, made such by his diverted attention to separate individual purposes rather than to an interwoven whole, aligned with student outcomes that were similarly fragmented and separate. Mr. King's juggling act involved visible attention to individual purposes at separate moments, resulting in far less opportunities for consistency of purpose to come through and be echoed by his students. Both Mr. Teller and Mr. King operated with multiple purposes throughout their teaching; it was the consistency of message, not the specifics of what the underlying purposes were, nor the number of purposes in operation in total, that was the

major difference between the novice and the experienced teacher. This conclusion clarifies and helps focus the extant literature, deemphasizing multiplicity versus singularity of purpose as the key area of distinction, and instead focusing in on consistency or fragmentation of purpose as the most important factor to explore in a teacher's decision-making.

This study emphasizes the connection between a teacher's navigation among purposes and resultant student outcomes. This study adds an important emphasis to the research literature on teachers' purposes –that a teacher's decision-making can be described in terms of patterns related to that teacher's navigation among purposes, and that these navigation characteristics play an important role in how desired student outcomes are achieved.

Purposes navigation is a framework for discussing history teachers' decision-making. This study establishes that exploring a teacher's navigation among purposes is an effective lens for describing the character of a teacher's teaching related to the intersection of subject matter and classroom-related purposes. This study moves the field forward, past the myriad of studies that explore simply what history teachers' purposes are (Barton & Levstik, 2004; Grant, 2003; Gradwell, 2010; van Hover & Yeager, 2007; Wineburg & Wilson, 1988) and contends that it is teachers' decision-making among those purposes, their purposes navigation, that is instructive for a more complete understanding of how that teacher responds to planned and emergent classroom situations.

Purposes navigation characteristics are connected to student outcomes. This study also establishes that a teacher's navigation of purposes is related to student

outcomes in the class. While the history education research field includes a rich body of literature exploring, explaining and debating the purposes for which history should be taught as a school subject (Epstein, 2009; Lévesque, 2009; Levstik, 2000; Segall, 2006; Seixas, 2000; van Hover et al., 2010; VanSledright, 2008; Weintraub, 2000), this study offers a new framework for focusing efforts at improvement of the aforementioned "largely broken" (VanSledright, 2008, p. 2) state of history education. The field continues to analyze and propose solutions to students' lack of engagement in history as a school subject (Combs, 2010; Duffield, Wageman & Hodge, 2013, Rosenzweig, 2000; Wilson, et al., 2011) and to address NAEP surveys of U.S. History achievement that have shown "no significant change in the average score compared to…the previous assessment year" (http://www.nationsreportcard.gov/hgc_2014/ - history/scores). Yet, Segall (2006) warns the field of the dangers of focusing improvement reforms in the wrong direction - in this case, the past decade's approach of looking to fine-grained content standards tied with high-stakes testing as the solution to history education. He calls this trend

> a mechanism to distract the educational community from focusing on what actually matters. In a way, I saw it as laying a minefield in front of educators at all levels, who, once in it, could do little more than find a way to get out of it safely or be blown up by it. Preoccupied with finding the mines and attempting to dismantle them required that other, more pressing thoughts – for example, how to make education more meaningful, accessible, equitable, democratic, and just – must be suspended in that process. (p. 106)

The two teachers in this study were selected purposefully because both of them confirmed that they teach with a strong degree of curricular and pedagogic freedom in

their respective independent schools. In this state, this freedom includes the fact that independent schools have no required standardized or high stakes overall tests in students' history learning; therefore, teaching towards such tests is not part of these teachers' decision-making considerations. The desired student outcomes for this novice and this experienced teacher come from their own background and judgment about what they want their students to accomplish, and each of their respective purposes navigation has direct alignment with what each of their students do, in the end, achieve. Mr. King taught with a navigation emphasis on factual history knowledge, and his students did achieve better results in this factual, "Civic Awareness" overarching purpose. Mr. Teller taught with a navigation emphasis on interweaving student interest, engagement and relevancy into all aspects of his teaching, and thus achieved more in student outcomes related to the field's "Relevancy/Engagement" overarching purpose.

This study, therefore, brings to the research field a new focus that adds understanding and insight into achieving desired student outcomes. Rather than focus on fine-grained debates about exactly which historical figures, facts and content to include in a curriculum (Epstein, 2009; Lévesque, 2009; Levstik, 2000; Segall, 2006; Seixas, 2000; van Hover et al., 2010; VanSledright, 2008; Weintraub, 2000), the field could be better served, instead, by focusing on how history teachers navigate among all of the assorted purposes that make up history education, and teaching in a classroom in general, for stronger student outcomes, whatever particular purposes those teachers might have. If a school district or teacher posits particular outcomes as desired, this study shows that the focus of professional development for that teacher or curriculum should be on making sure that consistent decisions are made by the teacher to emphasize and prioritize those

outcomes, and to interweave those desired purposes with additional classroom-related purposes that may exist for that situation. The alignment found in this study between teachers' purposes navigation and resultant student outcomes provides an important new element in the ongoing discussions about lacking or stagnant student outcomes in history.

This study cautiously confirms differences between novice and experienced history teachers. Several studies in history education research literature point to, or assume, differences in how novice and experienced teachers teach history (Harris & Bain, 2011; Monte-Sano, 2008; Monte-Sano & Budano, 2013; Monte-Sano & Harris, 2012; van Hover, 2006; Wilson & Wineburg, 1993). Harris and Bain (2011) in particular, directly compared different ways that novice and experienced world history teachers organize their thinking about world history content itself. Harris and Bain (2011) concluded that experienced world history teachers understand world history with complexity and "with more multiple and fluid connections among events than the inexperienced world history teachers, but also… began to… explain connections among events" (p. 10).

Even though the additional contextual differences between Mr. Teller and Mr. King mean that this study cannot assert with certainty that the navigation differences between them are the result of their novice vs. experienced categorization difference, this study did find a similar set of contrasts between these teachers as are found in other literature about novice and experienced teachers. The study conducted here offers additional potential support for Klimczak and Balli's (1995) and Westerman's (1991) conclusions that novice teachers attend to teaching elements separately, with more short-term, immediate focus and that experienced teachers attend to teaching elements with

more complexity, with more long-term, interconnected foci. This study also offers additional support for Harris and Bain's (2011) findings that experienced history teachers are characterized as teaching with complexity, connections and fluidity, while novice teachers are characterized by more straightforward, discrete understandings. The study also extends Harris and Bain's (2011) findings to apply to a novice and an experienced American history teacher's navigation among purposes, not only to teachers' organization of world historical content knowledge. The study discussed here extends the research literature's findings even further, demonstrating that it is not only in the area of history subject matter content that experienced teachers exhibit greater complexity and, at the same time, cohesion and fluidity, but that complex, multi-faceted, yet seamless teaching is the hallmark of an experienced history teacher's entire teaching decision-making – including subject matter and classroom-related goals - as well.

This study deepens and extends research methodology related to teachers' purposes. Kennedy (2005) provided the initial influence for the methodology employed by this study. Kennedy's large-scale study of teachers' purposes and in-the-moment decision-making utilized video-watching paired with reflective discussion to help teachers look back at a key event from a teaching period. Kennedy limited her methodology, however, to examining a stand-alone short event from a single teaching period for each participant. This study takes that methodology and deepens and extends it over several periods for an individual participant across an entire teaching unit, conducting Kennedy's deeper analysis over a wider period of time than has previously been examined in the extant research literature. While Kennedy found themes by comparing these isolated incidents across many participants, this study found deep

patterns for each individual teacher participant by conducting extensive, intensive reflective interviewing while the teacher watched several hours of his own teaching. The purposes maps that were created from the participants' extended time and self-reflection provide a deeper window into the moment-to-moment decision-making of teacher participants.

The deep reflective process required for this approach to history teaching was met with enthusiasm and eagerness by the two participants in this study. Both teachers were eager to give of their time and thoughtfulness in viewing, unpacking and discussing, at minute detail, the factors that influenced their decision-making while teaching. Mr. King described his interest in participating in the study as supporting his desire to "continue to learn how to be a better teacher over time" (Interview, King, 1/13/15), and Mr. Teller frequently remarked that the video-watching and interviews helped him notice aspects of his teaching that he would have changed, in retrospect, or that he had not noticed during the original teaching itself (Interviews, Teller, 4/9/15; 4/24/15; 5/20/15). The professional development and self-reflection opportunities provided by this approach may be a helpful tool for all teachers. It is not only the opportunity to watch oneself and retread decisions that is productive; there is professional growth to be gained from ongoing conversations with a colleague to unpack the planning, decision-making and connections to assessments for all of a teachers' various purposes. This study shows that such regular conversations, are productive in assessing the relationship between a teacher's stated purposes and the teacher's actual emphases while teaching. As in the case of Mr. King in this study, deliberate self-reflective practice can help a teacher to notice potential disparities between what he/she wants to teach and what actual manifests during teaching. A teacher

who is brought through a process which brings this disparity to light can then more readily adjust teaching to create more consistency between stated purposes and enactment.

Limitations and Suggestions for Future Research

This study also comes with its own limitations, which are fruitful to acknowledge as future research and professional development opportunities are designed to build on this study's findings. This study was conducted with careful attention to methods for best capturing teachers' underlying purposes and the in-the-moment decision-making going on in the teacher's classroom. As the study developed, some limitations or questions to guide future research using some of these methods came to light; these limitations relate to two overall areas: 1) limitations related to some of the specifics of the data collection process during observations, interviews and assessments of student work; and, 2) limitations related to participant selection in this comparative case study.

Limitations related to data collection. Future studies utilizing some of the methods employed here would be served by exploring the feasibility of having the teacher wear a wireless microphone while teaching; the video camera and microphone setup was able to successfully capture the general audio and video data of the class, but was not able to collect data when a teacher spoke quietly or privately to an individual student. That data could add additional insight about the decisions the teacher was making related to that private conversation. Data collection was also slightly limited in situations when the teacher did a large amount of moving around, in and out of the classroom, to check on group work in the hallway or in adjacent rooms. I, as a sole researcher, was able to follow him with the video camera and capture the data of his

teaching, but in those situations, was not able to take simultaneous observation notes or make specific, real-time note of time codes in these situations, as I would often be standing, managing the video camera, and unable to write anything down at the same time. While I took notes as soon as class was finished, those few situations called on me to reflect and write down noteworthy occurrences based on my memory after the fact, rather than in the moment.

Another small limitation of the study occurred during the longer video-watching interviews with the participant. The most fruitful components of those interviews were the conversations between the researcher and participant (audiorecorded), and the researcher's notes from those conversations. Far less helpful, if even helpful at all, were the participant's notes on the Purposes Tracking Worksheet. The teacher participants used this worksheet very infrequently, making fewer than a dozen short notations during each interview. It may be that asking the teachers to actively write to track their purposes that were operational, paused, ceased, etc., while watching the video, is too difficult a task, even with an example given to them. The conversations during the interviews were able to yield plenty of data regarding the teacher's purposes and decision-making; it may simply be superfluous to ask the participant to attempt to make written notes as well.

One remaining data collection limitation arose with regard to assessing some of the desired student outcomes of the teacher's student growth and classroom management purposes. Since some of these purposes are far more intangible, and achievement of desired outcomes may be visible only in the long-term (by the end of the school year, in the years following the students' completion of this course), the data for assessing some of these long-term outcomes (empowerment, responsibility, etc.) could come only from

anecdotes shared by the teacher participant himself. This study may have found additional data saturation if student interviews, or even interviews of former students, were included to add the student voice to this analysis.

While these limitations highlight a few select areas in which data collection could have been even more complete, it was my sense as the researcher and analyst that data saturation was nevertheless reached during this study. This saturation was felt most strongly by the third long, video-watching interview. While that third interview was helpful for unpacking the specifics of the teacher's decision-making in that lesson, and provided important insight into purposes during the specific activity structures at work during that particular lesson, the purposes, issues, tensions and decisions raised in that third interview did not tread any new ground from the previous two interviews. The third interview data supported and confirmed findings from the previous two long interviews, and helped demonstrate that, while this study should acknowledge the limitations described above, data collection was not irrevocably harmed because of those limitations. The limitations provide slight adjustments that could be made to refine the methods of this study in future research situations.

Limitations related to participant selection. Three underlying assumptions made by me as the researcher are important to note related to limitations of this study: 1) reliance on using supervisor determination of quality teacher in selection process; 2) absence of consideration of outside socio-cultural factors related to the teacher, students or school beyond what took place in the classroom lessons; and, 3) existence of additional contextual differences between the teacher participants beyond that of their

years of experience. All three of these limitations and assumptions are important to note as suggestions are then made for directions for future research.

In selecting quality teachers to participate in this study, I did not conduct any independent analysis of the participants' measures of effective teaching. Relying entirely on a supervisor's determination of a teacher's reputation as an effective subject-area teacher and overall quality teacher, I recognize that I did not seek to conduct any evaluation of participant teachers in light of the research field's definitions of best practices in history education or overall teaching in general. I did not ask teachers questions related to their pedagogical content knowledge or their understanding of what is expected of best practices in history education, and I did not evaluate teachers on PCK or on whether their purposes matched with current definitions of best practices in the field. The choice to rely on supervisor determination of quality teaching was premised on my assumption (stemming from my own role as an school administrator myself) that individual administrators and schools have to take into account additional classroom-related factors of quality teaching that cannot be measured by PCK alone, including classroom management, student interest and behavior in that teacher's classroom, relationship and communication with students and parents, professional collaboration and cooperation as part of a school faculty community. While these teachers were judged as quality teachers by their school administrators, this study does not provide any measurement of their "quality" relative to other teachers in the field.

It is also important to acknowledge that I intentionally limited my research questions to the immediate decision-making and actions of the selected participants, as taking place inside the bounded space and time of the teacher's classroom over the course

of this teaching unit. There are doubtless additional socio-cultural factors that may impact the students, school environment and certainly the teacher that may also impact the teacher's decision-making. These additional factors may be instructive to include in a future analysis of impacts on teacher purposes; they were not, however, within the purview of this study, as this study sought to map out the purposes operational by the participants in their in-the-moment decision-making as the teachers, and I as the observer, saw them.

A final limitation related to participant selection has already been touched upon earlier in this chapter. As a comparative case study between only two cases, this study cannot state that its findings can be generalized to the larger population of history teachers, nor does it attempt to do so. Rather, this study utilizes intensive, deep exploration of these two cases to provide the field with potential paradigms that can help provide insight into the issue of interest (Stake, 1995). In this study, a novice and an experienced American history were selected as the comparative cases, so that similarities or contrasts found between their cases could help the field more deeply explore potential differences between a novice and an experienced American history teacher's purposes and purposes navigation, and see what insight that comparison could provide regarding effective teaching for desired student outcomes. However, since it was not part of this study's premise to even attempt to control for other differing characteristics between the two participants, it is not surprising that the two teachers selected for this study differed from each other in other areas besides that of years of experience alone. Both teachers clearly met the selection criteria as detailed in Chapter 3 (both teachers taught at independent schools; both teachers taught middle or high school American history; both

teachers were recognized as a successful teacher in the eyes of a supervisor or administrator; both teachers possessed educational background or professional leadership experience in teaching history). However, their cases differed from each other in additional ways. The student populations of each teacher's class differed widely on gender, SES and race, as described in Chapter 4 and Chapter 5. The school environment of each teacher was also different, with the novice teacher teaching in an urban, tuition-free, Catholic school, and the experienced teacher teaching in an expensive suburban independent school. This study cannot "prove" (nor does it attempt to do so) that the differences between the two teachers are conclusively the result of the teacher's novice or experienced status; it is certainly possible in non-controlled, qualitative case study that differences arise out of other factors present. However, by pointing to this pivot as one potential component of what contributes to the differences between *this* novice teacher's and *this* experienced teacher's purposes, purposes navigation and student outcomes, this comparative case study does shed that desired light on the issue being explored, especially since these findings match with findings in other studies of novice and experienced teachers (Klimczak & Balli, 1995; Harris & Bain, 2011; Westerman, 1991). It will be the job of future research to see if additional studies confirm or disconfirm the findings from this novice/experienced pivot as persisting over more participants who also differ in their number of years of teaching experience.

Suggestions for future research. The findings presented from this study point the education research fields in directions for future research. Future research could take this initial deeper, wider study of teachers' purposes navigation, and broaden and vary the specifics to shed additional light on teachers' navigation of purposes and its

characteristics. This study described some of the aspects that help define a teacher's patterns of purposes navigation, including precedence, co-occurrence, and overall characterization; future studies could explore additional cases further to illuminate additional potential aspects of this concept, so that practitioners and researchers interested in the alignment between purposes navigation and desired student outcomes can paint an even fuller picture of how teachers navigate among their purposes, and how that navigation impacts student learning. Future research could also help address the limitation of this study regarding teachers' PCK; participant selection in future studies would benefit from conducting a researcher-led evaluation of potential participants' PCK, and therefore allow the researcher to select participants whose PCK aligns with best practices in the field. This could potentially be accomplished by including a PCK-related task (for example, analyzing another teacher's lesson, describing how the teacher would use a particular text in teaching a lesson) as an intermediate step before participant selection is finalized.

Furthermore, since this study found that, in the two specific cases compared here, there were important differences between a novice and an experienced history teacher's purposes navigation, it would be instructive for future research to explore additional related data. If a teacher's purposes navigation can develop or change over time, one way to minimize extraneous comparative factors would be to follow a single teacher over a prolonged length of time (years). In a longitudinal study of one teacher, from his/her novice through veteran years, a richer understanding of what happens to purposes navigation over time could be explored. Additional potential characteristics related to purposes navigation could also be explored by studying a single teacher within and across

all of the different sections of students that the teacher teaches. This current study showed consistency of purposes navigation throughout a single teaching unit by each teacher; insight from as study that explores the same teacher with different students or even different topics within history teaching could illuminate whether that navigation is consistent by teacher, or only by teacher within a particular group of students. If, as this study has demonstrated, there is alignment between purposes navigation and student outcomes, any study to further understand purpose navigation patterns will help the field better explore how desired student outcomes might be further supported. In that case, understanding whether purposes navigation development is the result solely of the passage of time and gaining of experience, confidence and or if the development of more fluid, interwoven purposes navigation can be taught and explicitly modeled as part of pre-service education or ongoing in-service professional development, could greatly help the field actively aim for the development of more sophisticated purposes navigation patterns.

Conclusion

This study explored the purposes, and navigation among purposes of a novice and an experienced American history teacher, looking also at connections between each teacher's navigation among purposes and resultant student outcomes. This study resulted in several findings that contribute to the extant literature on teachers' purposes in general, and history teachers' purposes specifically, in three major ways. First, this study promotes the importance of exploring teachers' navigation among purposes as an effective framework for analyzing the influences on teachers' in-the-moment decision-making. Second, this study's findings comparing a novice and an experienced teacher's

purposes support a *combined* understanding of the two research approaches regarding teachers' purposes either as singular, planned and consistent, or as multiple, shifting and emergent. Third, this study points to a connection between teachers' patterns in navigating purposes and the relative consistency of achieving desired student outcomes.

While this study found some underlying similarities between the novice and experienced participant teacher's purposes, what was most important in comparing these two teachers were their differences. Each teacher understood his history learning purposes with different nuances and enacted them with different emphases; additionally, the novice teacher operated with a greater number of individual, separate classroom-related purposes than did the experienced teacher. By analyzing more deeply and widely the teachers' in-the-moment decision-making, this study indicated that the experienced teacher's purposes navigation – with interconnected, interwoven, coexisting, holistic purposes - placed him in within the research literature describing consistent, planned, almost singular purposes (Barton & Levstik, 2004; Grant, 2003; Gradwell, 2010; van Hover & Yeager, 2007; Wineburg & Wilson, 1988). His purposes navigation was marked by proactive decision-making, anticipating with confidence from his years of experience what would best help him achieve his desired student outcomes. Acting as an orchestra conductor, or maestro, the experienced teacher took his multiple purposes and weaved them into a consistent overall message to his students. The novice teacher, by contrast, acted as a juggler, giving his attention to each separate purpose "ball" that he had to try to keep in the air at one time. The novice teacher's purposes sometimes coexisted, but more often, interrupted each other as each one separately was operational given particular classroom circumstances. The novice teacher's multiple purposes were shifting and

emergent, akin to findings from other research studies (Aguirre & Speer, 2000; Kennedy, 2005), and his purposes navigation was similarly characterized as reactive to emergent situations. Rather than see these as two separate research "camps" that disagree over the nature of a teacher's purposes, in this study, these camps were instead aligned with teachers' purposes at different stages of their professional careers.

The findings from this study also support important connections between a teacher's purposes navigation and relative achievement of desired student outcomes related to the teacher's purposes. In this study, the novice teacher participant's more fragmented, shifting and divided navigation saw less consistent student achievement related to the teacher's subject matter and classroom-related purposes. The experienced teacher participant's more consistent, interwoven navigation saw more generally consistent achievement in desired student outcomes, related both to subject matter purposes and to classroom-related purposes. The major findings noted by this study can point the education research field and those who work with teacher education and professional development towards important new directions in helping teachers reflect upon, understand, and see connections between their purposes, purposes navigation and desired student outcomes.

Appendicies

Appendix A
Glossary of key terms related to the study of teachers' purposes.

Teachers' purposes
Teachers' purposes are the rationales that drive their decision-making. Teachers' purposes are internal to the teacher, and reflect why they choose to use classroom time in that particular way at that particular moment. Teachers' purposes indicate what the teacher hopes to accomplish through that choice. The research literature points to two overall categories of teachers' purposes: *subject matter purposes* and *classroom-related purposes* (Aguire & Speer, 2000; Dani, 2009; Fickel, 2006; Gradwell, 2010; Kennedy, 2005; Ross, 2006; Salinas & Castro, 2010; van Hover & Yeager, 2007; Wineburg & Wilson, 1988.

Subject matter purposes
Subject matter purposes are teachers' rationales for decisions related to the skills, content, attitudes and approaches of their discipline that they choose to emphasize. Subject matter purposes are explanations for what teachers want students to "get" out of studying a particular school subject. Teachers' curricular and pedagogical choices reflect teachers' purposes about what is most important about studying that subject (Dani, 2009; Fickel, 2006; Gradwell, 2010; Ross, 2006; Salinas & Castro, 2010; van Hover & Yeager, 2007; Wineburg & Wilson, 1988).

Classroom-related purposes
Classroom-related purposes are teachers' rationales for decisions related to student learning and the classroom environment, beyond those specifically connected to subject matter skills and content. Classroom-related purposes are explanations for what teachers are trying to accomplish for overall student attitudes and skills about learning, and about the type of classroom environment the teacher desires to create. Teachers' decisions related to classroom norms, responses to student questions, comments and behavior, reflect teachers' purposes about the values and habits that a learning environment should teach (Aguirre & Speer, 2000; Kennedy, 2005).

Potential Characteristics of Purposes:

Singular – refers to the existence of one overarching purpose guiding a teacher's decision-making. This is most often seen as a characterization of history teachers' subject matter purposes (Gradwell, 2010; van Hover & Yeager, 2007; Wineburg & Wilson, 1988).

Consistent – describes a teacher's particular purposes as being ever-present, evident and steadily maintained from planning through implementation, throughout multiple learning experiences, within and across lessons. History teachers' subject matter purposes are frequently described as consistent (Gradwell, 2010; van Hover & Yeager, 2007; Wineburg & Wilson, 1988)

Multiple – refers to the existence of many (more than one) overarching purposes guiding a teacher's decision-making (Aguirre & Speer, 2000; Kennedy, 2005).

Shifting – describes a teacher's purposes as flexible, with certain purposes being more highly prioritized or operational at a particular time, in response to specific circumstances. Teachers with shifting purposes may make choices to sacrifice one purpose over another, given a particular situation, or may begin with one purpose guiding decision-making, suspend that purpose for another priority to become operational, and then return to the original purpose, or continue with yet another (Aguirre & Speer, 2000; Kennedy, 2005).

Planned – refers to purposes guiding teachers' decisions, as made in advance of, or in anticipation of, a teaching experience. Planned purposes can relate to subject matter or classroom-related purposes (Aguirre & Speer, 2000; Dani, 2009; Gradwell, 2010; Kennedy, 2005; van Hover & Yeager, 2007; Wineburg & Wilson, 1988)

Emergent – refers to purposes guiding teachers' decisions in response to unanticipated, "in-the-moment" circumstances while teaching, and is more frequently used to describe classroom-related purposes (Aguirre & Speer, 2000; Kennedy, 2005).

Activity structures

Activity structures are the different formats or instructional approaches of classroom teaching and learning experiences. Different activity structures are defined by their varying student/teacher tasks, particular uses of the physical environment, and delineations of which participants are involved in which ways. Activity structures are "how classroom tasks are organized in a lesson" (Stodolsky, 1988, p. 11), and each different activity structure reflects an "instructional purpose" (Stodolsky, 1988, p. 11). Examples of activity structures may include teacher lecture/student note-taking, students working in small groups to accomplish a task, student-led or teacher-led guided reading discussion, and more. Teachers' subject matter purposes and classroom-related purposes may be evident by their choices (planned and emergent) of activity structures within a lesson.

Purposes Navigation (Navigation Among Purposes)

This concept refers to the characteristics and tendencies of a teacher as he/she makes choices among various subject matter and classroom-related purposes that may be pulling on his/her attention and time at any given moment. A teacher's purposes navigation can be described related to its overall characteristics (feel, presentation, nature), to the precedence the teacher gives to particular purposes at particular times, and to the co-occurrence of particular purposes in certain situations

Appendix B
Documents sent to potential school site administrators

Dear _____,

My name is Robyn Blum, and I am a local teacher and private school administrator at XYZ Day School. In pursuit of my Ph.D. in Social Studies Education from the University of Maryland at College Park, I am conducting a research study into teachers' decision-making during the teaching of an American history unit. I am hoping to explore the possibility of inviting an American history teacher from your school to be one of the two participants in my research study, which I then hope will contribute to the field a deeper understanding of how teachers make classroom decisions.

Because of the reputation of _____ School as a school committed to excellence in teaching, reflective practice, and ongoing teacher professional growth, I deeply believe that one of the teachers at your school would be a great match for the study I am conducting, if the teacher chose to join me, and that the teacher and school would benefit from participating.

I would love the opportunity to share with you some of the details of my study, explain the benefits to the school and participating teacher (including a $300 stipend), and share information about the time commitment and expectations of the participating teacher. My study will focus on only two teachers, a novice and an experienced teacher, and therefore it is possible that not all interested schools/teachers will be selected to participate, as teachers will be selected based on meeting criteria balancing years of teaching experience between the two participants. If a teacher from your school is interested in participating, I will notify the teacher, and the school, via email by the end of October, whether or not he/she has been selected for the study.

Could we set up a time to speak briefly in person or over the phone to discuss the possibility of my having the opportunity to work with a _____ School teacher? I look forward to hearing from you in the next few days so that we could set up this time to meet.

Thank you,
Robyn Blum
YYYY@XXX.edu

Figure B1. Initial inquiry email to potential school site administrator.

FAQ about research study with _____ School

What kind of school is a match for this study?

- A school with commitment to teacher professional growth through reflective practice
- A school that gives its teachers a decent degree of freedom to make decisions about the exact curriculum and pedagogical techniques to be used in his/her classroom
- A school that does not require American history teachers to follow a scripted curriculum guide.

What kind of teacher is a match for this study?

- A teacher who is reflective and collaborative
- A teacher with a college, graduate degree or considerable professional development in history/social studies or history/social studies education.
- A teacher with expertise in teaching American history. This expertise could be based on your assessment, on successful leadership in a history department or mentoring of other history teachers.
- A teacher who is responsive to students and student needs.

How does the teacher and school benefit from participating?

- The study will provide the teacher with a deep, reflective look at his/her practice and classroom decision-making to understand what underlying purposes influence the choices the teacher makes.
- The teacher's participation will allow the _____ School (though the teacher and the school will be written up under a pseudonym) to share with the educational research world some of the excellent teaching that goes on regularly at this school.

What does the teacher need to do during the study?

Note: Any invited teacher is under no obligation to consent to participate. If the teacher is selected for the study and gives consent, the teacher can withdraw consent at any time.

The participating teacher would:

- Complete a short questionnaire via email about his/her educational and teaching background.
- Select an upcoming American history teaching unit (with one section of students) for me to observe.
- Sit with me for a preliminary 45-minute interview, to talk about the unit, the course, his/her background and priorities in teaching decisions.
- Allow me to observe and videorecord all class periods of the identified teaching unit.
- Sit with me for three in-depth 1-2 hour interviews, scheduled at the teacher's and school's convenience (during or outside of the school day), to watch the videos from specific class periods. During these interviews, the teacher would make notes about and talk through with me the teacher's different purposes for different

decisions made in the class period.

- Provide me with copies of any lesson plans and teaching materials used in the observed class periods, and some samples of student work/learning outcomes.
- Have the option of checking, for accuracy, my outlines of the activities in each class period
- The teacher will receive a $300 stipend for the time given to the study.

What does the school need to do during the study?

- Allow me access to the teacher's classroom for each observation period
- Allow me to request consent from the parents of students in the class, and assent from the students in the class, to be observed and have the class videorecorded (video focused on the teacher). Students and parents are under no obligation to participate, and anyone denying consent will not be included in the data collected, although they may, by necessity, appear in the videorecording. Students or parents who deny consent/assent would not appear in any write-up, transcription or notes from the observation.

What do we do next?

- Email or call me (Robyn Blum) to express your willingness to recommend potential teachers for the study.
- Recommend teacher(s) who you think match the criteria listed above.
- Receive my gratitude for your assistance and support!!

Robyn Blum
YYYY@XXX.edu
###-###-####

Figure B2. Detailed FAQ for potential school site administrator.

Appendix C
Documents sent to potential teacher participants

Dear _____,

My name is Robyn Blum and I have been given permission by _____ to email you with an invitation. I am a fellow teacher and administrator at another local private school, Krieger Schechter Day School, and am currently pursuing my Ph.D. in Social Studies Education from the University of Maryland, College Park.

I am looking for two teachers to participate in my dissertation research study, and your name was given to me, with high recommendation, as a teacher who is reflective and collaborative, and who has a reputation as a strong classroom teacher of American history. I am grateful for the opportunity to be in touch with you, and hope that I will have the chance to learn from your practice.

You are under no obligation whatsoever to agree to participate, but I do hope that you will consider allowing me to observe and interview you over the course of teaching an American history unit, to learn more about the underlying purposes that influence decisions you make in the classroom. As a thank you for the time and help you would be giving me, I will be offering the participating teacher a $300 stipend for participating. My study will focus on only two teachers, a novice and an experienced teacher, and therefore it is possible that not all interested teachers will be selected to participate, as teachers will be selected based on meeting criteria balancing years of teaching experience between the two participants. If you are interested in participating, I will notify you via email by the end of October, whether or not you have been selected for the study.

If you are interested in learning more about the focus of the study and what kinds of involvement would be requested of the participating teacher, please reply to me this week so I can schedule a time to talk with you in person or on the phone. During this conversation, I would share with you much greater detail about the study, your involvement, and what the benefits would be to you, and the field of education research, if you participate.

Thank you so much for your consideration,

Robyn Blum
YYYY@XXX.edu
###-###-####

Figure C1. Initial inquiry email to potential teacher participants.

FAQ about research study with _____ School teacher

What kind of teacher is a match for this study?

- A teacher who is reflective and collaborative
- A teacher with a college, graduate degree or considerable professional development in history/social studies or history/social studies education.
- A teacher with expertise in teaching American history. This expertise could be based on reputation with department chair or division head, or from successful leadership in a history department or mentoring of other history teachers.
- A teacher who is responsive to students and student needs.
- A teacher who feels that the school gives him/her a decent degree of freedom in making curricular and pedagogic decisions.

How does the teacher and school benefit from participating?

- The study will provide the teacher with a deep, reflective look at his/her practice and classroom decision-making to understand what underlying purposes influence the choices the teacher makes.
- The teacher's participation will allow the _____ School and the teacher him/herself (though the teacher and the school will be written up under a pseudonym) to share with the educational research world some of the excellent teaching that goes on in his/her classroom.

What does the teacher need to do during the study?

Note: Any invited teacher is under no obligation to consent to participate. If the teacher is selected for the study and gives consent, the teacher can withdraw consent at any time.

The participating teacher would:

- Complete a short questionnaire via email about his/her educational and teaching background.
- Select an upcoming American history teaching unit (with one section of students) for me to observe.
- Sit with me for a preliminary 45-minute interview, to talk about the unit, the course, his/her background and priorities in teaching decisions.
- Allow me to observe and videorecord all class periods of the identified teaching unit.
- Sit with me for three in-depth 1-2 hour interviews, scheduled at the teacher's and school's convenience (during or outside of the school day), to watch the videos from specific class periods. During these interviews, the teacher would make notes about and talk through with me the teacher's different purposes for different decisions made in the class period.
- Provide me with copies of any lesson plans and teaching materials used in the observed class periods, and some examples of student work / learning outcomes.
- Have the option of checking, for accuracy, my outlines of the activities in each class period

The participating teacher will receive a $300 stipend for the time given to the study.

What does the school need to do during the study?

- Allow me access to the teacher's classroom for each observation period
- Allow me to request consent from the students and parents in the class to be observed and have the class videorecorded (video focused on the teacher). Students and parents are under no obligation to participate, and anyone denying consent will not be included in the videorecording or any of the data collected.

What do we do next?

- Email or call me (Robyn Blum) to express your willingness to participate, and email me with your responses to the short questionnaire below.
- Hear from me by the end of October 2014 to learn if you have been selected.
- Schedule the observations and interviews.
- Receive my gratitude for your assistance and support!!

Robyn Blum
YYYY@XXX.edu
###-###-####

Interested Teacher Questionnaire:

Note: This is a short questionnaire that will help me match the study's needs with the characteristics of potential teacher participants. If you end up not being the selected participant, your responses to these questions will be deleted, and will not be part of the study data in any way. The name of the participant will not be included in any write-up or publishing of the study; pseudonyms will be used for the teacher and the school.

1) What is your name?

2) Are you interested in possibly participating in the study?

3) How many years have you been teaching history?

4) What are your undergraduate and/or graduate degrees?

5) Have you participated in any professional development experiences specifically related to history education? If so, what were these experiences?

6) Please select the sentence that most accurately reflects how much freedom/autonomy you feel that you have in your curricular / pedagogic decisions:

a. I have very little freedom to choose curriculum and teaching techniques on my own; I must follow clear curricular and teaching plans provided to me by the school, with little to no adjustments made by me.

b. I have a moderate degree of freedom to choose certain curricular focuses and teaching

techniques, as long as my choices fall within any general guidelines provided by my school.

c. I have total freedom to choose curriculum and teaching techniques on my own; my school provides no guidance about what I teach or how I plan my lessons.

I look forward to your response, and to the possibility of learning from you.

Sincerely,

Robyn Blum
YYYY@XXX.edu
###-###-####

Figure C2. Detailed FAQ and questionnaire for potential teacher participant.

Appendix D
Protocol for site and participant selection

Step 1: Created a list of all private schools within 20 miles of researcher's residence/work. Noted number of middle school and high school American history teachers, based on school's website.

Step 2: Sent general initial school inquiry email (see Figure 3.1) to Head of School / Division Administrator at each potential site, asking for interest and permission to speak further about conducting research at that school.

Step 3: For schools that responded positively to Step 2, set up more detailed visit or phone call to share details of the study. The details to share (see Figure 3.2) included:

- Background about study/brief researcher bio
- Question about relative degree of teacher autonomy within that school
- Request for administrator to recommend potential teacher participant(s) based on criteria described in above section (collaborative and reflective, reputation as strong history content teacher, reputation as responsive to student needs)
- Request for permission to contact recommended teacher(s)

Step 4: Sent general initial teacher participant inquiry email (see Figure 3.3) to all recommended teachers, asking for interest in speaking further about participating in research study.

Step 5: For participants who responded positively to Step 4, set up more detailed visit or phone call to share details of the study. The details to share (see Figure 3.4) included:

- Background about study/brief researcher bio
- Potential benefits to participate, including $300 stipend
- Brief description of time expectations on participant
- Clarification of right to deny participation or withdraw consent at any time
- Background/screening questions related to educational background, years of teaching American history, teacher's sense of degree of curricular/pedagogic autonomy (to confirm with school's assertion)

Step 6: Selected one novice and one experienced participant from returned questionnaires; if multiple potential participants meet all established criteria, the flexibility of scheduling determined final choice.

Appendix E
Questions for introductory interview with teacher participant

1. What is your educational background?
2. How long have you been teaching? At this school? This course? What else do you, or have you taught?
3. Tell me a bit about this school – what drew you here, what do you find with students, school approach/mission?
4. What do you think students should gain out of studying history as a school subject?
5. What guidance are you given about what or how to teach this course?
6. What do you like about teaching this course? What is challenging about teaching this course?
7. Walk me through, in general terms, the sequence of the lessons in the upcoming unit. What will you be doing during this unit, what will students be doing, and what are some of your overarching purposes for the lesson activities that you have planned?
    a. How will you be assessing student learning in this unit?
8. What are some of the most important skills, attitudes and values about learning in general that you want students to gain?
9. What are some of your priorities in thinking about how you run your classroom?
10. Based on your priorities, what evidence do you expect to see to show you that students are learning/growing in the area or skill that you are trying to accomplish? How/when do you see that evidence (short term/long term)?

Appendix F
Protocol for classroom observations

Step 1: Visited classroom prior to any observations to establish and test optimal location for videocamera. Talked briefly with students in the class to point out the camera equipment and location, and share that I will be sitting quietly observing for over the next several weeks. Presented IRB consent/assent forms to students to bring home to parents.

Step 2: Observed class period, during which the researcher:

- videorecorded the lesson
- kept ongoing time passage on stopwatch application
- took field notes on Field Notes Observation Sheet
- asked teacher for copies of lesson plan and any materials utilized during the lesson

Step 3: By the end of the day, created class period outline based on notes; via email, shared outline of activity segments with participant teacher to member check for accuracy.

Step 4: At end of 1/3 interval of total class periods, conducted video-watching interview of the class period within the interval with the greatest variability of activity structures and emergent circumstances. Used field notes and outline of activity segments within the class period as a guide for some of the moments of interest to probe more deeply.

Step 5: Repeated Steps 2-5 for the remaining class periods and intervals of observations.

Step 6: Utilized observation field notes and transcription of observation in data analysis stage.

Ongoing throughout all steps: Kept notes in a researcher's journal (Bogdan & Biklen, 2007), tracking impressions, questions, ponderings, etc.

Appendix G
Observation field notes document

Observation Field Notes

Observation Date _____
Class Period # _____ in Interval # _____
Location _____

Describe setting, context, general observations of classroom and students:

_____
_____
_____
_____

Describe the activity structures appearing during the class period, indicating time code for beginning and ending of each different structure:

_____
_____
_____
_____
_____

Notes of interest – decisions the teacher makes (speech acts, responses, techniques, materials used) that I may want to question about purposes influencing:

Time Code	Decision / Possible Purposes

Following the observation, be sure to note questions, ponderings, themes, ideas in researcher journal.

Figure G1. Researcher's observation field notes sheet. Only the first page is included here.

Appendix H
Protocol for in-depth retrospective interviews

Note: Interview took place after each interval of observed class periods, and was audio-recorded.

Step 1: Pre-established with teacher the time and location of teacher's choice for the interview and informed teacher of the selected observation video to watch together.

Step 2: Just prior to the interview, set up audiorecording equipment (phone application) and set up the videowatching equipment (laptop with memory card from observed class period).

Step 3: Began interview by asking teacher to review lesson plan for observed period, and to preliminarily speculate about some of the purposes driving the decisions he made while teaching that period (subject matter and classroom-related). Had teacher note some possibilities at the top of the Purposes Tracking Worksheet (see Figure 3.6). Asked questions about these purposes in relation to the lesson plan, asking the teacher to connect parts of the lesson plan to specific purposes listed on the sheet ("What part of the plan was designed to get at _____ purpose?").

Step 4: Researcher and teacher watched videorecording of entire period together

- Teacher made notes on Purposes Tracking Worksheet, writing responses to "how do you account for your decision to do _____ at that moment?"
- Whenever teacher felt that a purpose shifts (is newly operational, suspended, or finished entirely), teacher noted it on the worksheet.
- When teacher or researcher noted any change in purposes, or active choice to maintain a consistent purpose, either one could pause video playback and discuss. Researcher asked questions including: "what drove you to make that decision?"; "what was going through your mind?"; "how do you account for that choice?"; "is that a response that you have chosen at other teaching times?"; "what was going on in the classroom that prompted you to do _____?" (questions drawn from Kennedy (2005))

Step 5: Following interview, made notes in researcher journal about initial impressions, questions, ponderings.

Step 6: Utilized transcript of audiorecorded interview and teacher's completed Purposes Tracking Worksheet in data analysis stage.

Appendix I
Documents for tracking and mapping purposes

Purposes Tracking Worksheet

Observation # _____ Date _____ Page #_____

From looking at your lesson plan, begin by listing some of the purposes that you think drove your decisions as you planned the teaching in this class period:

_____
_____
_____
_____
_____
_____

Note in the boxes below when any of these (or additional) purposes appeared, continued or stopped

	What were you trying to accomplish by choosing to _____ at that moment?			
0:00				
1:00				
2:00				
3:00				
4:00				
5:00				

Figure I1. Sample purposes tracking worksheet. Only the first page of the worksheet is included here.

Sample Purposes Map

Date of observation _____
Class Period # _____ in Interval #_____

Time Code	Decision/ New Activity Structure	Purpose: To present history as argument-driven, not fact-based	Purpose: To encourage all students to engage with lesson	Purpose: To have students analyze bias in source material	Purpose: To create a kind, considerate classroom environment
1:00	Distribute 3 different accounts of same historical event	PRESENT			
2:33	Divide students into groups to discuss differences in accounts	PAUSED, THEN RESUMED	PRESENT		
4:50	Intervene in group work to remind about respectful debate practices	PAUSED			PRESENT
10:00	Give students source analysis worksheet to complete in groups	PRESENT	PRESENT	PRESENT	
20:00	Have each group present source information and analysis of one account	PRESENT	PRESENT	PRESENT	

Figure I2. Example of researcher-created teacher's purposes map (based on Aguirre and Speer (2000)).

Appendix J
List of coding categories

Table J1

Initial Coding and Secondary Categories

Initial code – novice teacher	Combined category – novice teacher	Initial code – experienced teacher	Combined category – experienced teacher
Critical thinking Be curious/ask questions Make connections Making an argument / good writing Scaffolding student learning Using resources	**Critical Thinking**	Critical Thinking Ask questions Complexity of history Facts vs. thinking Making connections Making an argument / good writing Making predictions Thematic understanding Using evidence Using resources	**Critical Thinking**
Factual history knowledge Clarifying student misunderstandings Facts versus thinking	**Factual history knowledge**	Factual history knowledge Clarifying student misunderstandings	**Factual history knowledge**
Relevancy of history Capturing student interest Student engagement Student focus and attention	**Relevancy**	Relevancy Experience and feel history Historical empathy Remember it forever	**Relevancy**

Student personal connection to history		Personal connection to history	
		Origins of society today	
Meeting individual student needs	**Meeting individual student needs**	Empowerment	**Empowerment**
Concern about shutdown		Collaboration	
Having voices heard		Having voices heard	
Keeping on track / motivating		Meeting individual student needs	
Needs of individual vs. needs of group		Needs of individual vs. needs of group	
Tolerance of some distracting behaviors		Positive reinforcement	
Understanding students		Positive reinforcement to couch redirection	
Variety of lesson activities		Quality performance / public speaking	
		Setting high expectations	
		Show respect to others / be a good person	
		Student accountability and independence	
		Student confidence	
		Use learning to create something	
		Teaching life lessons	
		Understanding students	

Student-teacher relationship	**Student-teacher relationship**	Student Interest and Engagement	**Student Interest and Engagement**
Patience		Capturing Student Interest	
Positive reinforcement		Classroom management	
Sharing upcoming goals		Covering desired material	
		Go with the flow	
Responsibility	**Responsibility**	Interruptions	
Behavior accountability		Keeping on track	
Collaboration		Making use of time	
Creating brotherhood		Redirecting students	
Cultural pride		Sharing upcoming goals	
Quality performance / public speaking		Student focus and attention	
Setting high expectations		Student-teacher relationship	
Student accountability and independence		Tolerance of some distracting behavior	
Teaching life lessons		Variety of lesson activities	
Managing the clock	**Managing clock**		
Covering desired material			
Making use of time			
Necessary preparation for something else			
Repeated directions			
Routines			
Simplicity and ease			

Minimizing distractions Capturing student interest Classroom management Interruptions Redirecting students	**Minimizing distractions**		
Professional background / experience Challenges of teaching Course content Interest in teaching Professional growth and reflection School information Teacher interest in history Teacher interest in research study Positionality	**Teacher's background / school context**	Challenges of teaching Expertise Interest in teaching Professional background and experience Professional growth and reflection School information Teacher interest in history Positionality	**Teacher's background / school context**
Student Outcomes Assessment Review	**Student Outcomes**	Student Outcomes Assessment	**Student Outcomes**
Decisions Curricular freedom Decision change Decision to ignore Multiple balls in the air	**Reflections on decision-making**	Consistency of purposes Decision change Decision to ignore Decisions Experiment and revise	**Reflections on decision-making**

		Missed opportunities Role of teacher	
AS – Administrative Information AS – Administrative Information (Wrap-up)	**AS – Administrative Information**	AS – Administrative Information AS – Administrative Information (Wrap-up)	**AS – Administrative Information**
AS – Class Discussion AS – Class Discussion (Checking Warmup) AS – Class Discussion (Review Homework) AS – Class Discussion (Lecture/Notes) AS – Class Discussion (w/Video)	**AS –Class Discussion**	AS – Class Discussion AS – Class Discussion (Lecture/Notes) AS – Class Discussion (with Video)	**AS – Class Discussion**
AS – Group/Partner Activity AS – Group/Partner Activity (Game)	**AS – Grp/Partner Activity**	AS – Group/Partner Activity AS – Group/Partner Activity (Game)	**AS – Grp/Partner Activity**
AS – Individual Work AS – Individual Work (Warmup)	**AS – Indiv. Work**	AS – Individual Work	**AS – Individual Work**

Appendix K
Purposes Maps from Mr. King's Three Video-Watched Lessons

Purposes Map – Mr. King – Long Video-Watched Lesson #1

TIME CODE	ACTIVITY STRUCTURE	MAIN EVENT	SECONDARY EVENT	HISTORY LEARNING PURPOSE		STUDENT PERSONAL GROWTH PURPOSE		CLASSROOM MANAGEMENT PURPOSE
0:00	Individual Work (Do Nows)	Settling In				Student-Teacher Relationship		
1:00		Answering "Do Now" ("What is the Enlightenment?"		Factual Knowledge				
			1:18 – "homework in the bin"			Responsibility		Minimizing Distractions
2:00				Factual Knowledge				
			2:12 – "tick, tick, let's go"					Managing the Clock
3:00				Factual Knowledge				
			3:09 – King change student seat			Meeting Individual Student Needs		Minimizing Distractions
4:00				Factual Knowledge				
5:00								
			5:14 – Announce 30 more seconds					Managing the Clock
			5:30 – Marshawn Lynch comments from student			Meeting Individual Student Needs	Student-Teacher Relationship	
6:00	Class Discussion (Checking Do Now)	Discussion of causes and features of Enlightenment		Factual Knowledge	Critical Thinking			

Purposes Map – Mr. King – Long Video-Watched Lesson #1, continued

7:00								
			7:15 "Expand on it"					
			7:30 "Give someone else a chance to tell us"				Meeting Individual Student Needs	
8:00								
9:00								
10:00			10:06 freedom of religion focus of Enlightenment	Factual Knowledge	Relevancy		Meeting Individual Student Needs	
11:00								
			11:06 mention "T Paine and TJ"		Relevancy		Student-Teacher Relationship	
			11:54 – say who will speak next and "then wrap up"				Meeting Individual Student Needs	Managing the Clock
12:00				Factual Knowledge				
			12:37 – "then we'll come back to James"				Meeting Individual Student Needs	Managing the Clock
			12:41 – mention "Benny Frank"	Factual Knowledge	Relevancy		Student-Teacher Relationship	
			12:50 – Newton and science class		Relevancy			

Purposes Map – Mr. King – Long Video-Watched Lesson #1, continued

13:00						
			13:53 – allow tangent		Meeting Individual Student Needs	
14:00						
15:00	Class Discussion (review homework)	Share classmate's question from homework and discuss possible answers		Critical Thinking		
			15:00 – "question from your brothers… discuss quickly and then move on"		Responsibility	Managing the Clock
			15:02 – "second time I'm gonna ask"		Responsibility	Minimizing Distractions
			15:25 – "What does he mean by that quote?"	Critical Thinking		
16:00						
			16:56 – "Any other takes on this?"		Meeting Individual Student Needs	
17:00						
			17:54 – "Jermaine and then move on"		Meeting Individual Student Needs	Managing the Clock
18:00				Critical Thinking		
19:00	Class Discussion (with video watching)	Settling down; transitioning to video watching / note-taking				
			19:02 – "Close chromebooks"			Minimizing Distractions

Purposes Map – Mr. King – Long Video-Watched Lesson #1, continued

			19:04 – Tiquan hand out wksht while prep video				Managing the Clock	
			19:06 – "Put your name on top"			Responsibility	Minimizing Distractions	Managing the Clock
			19:20 - "Put your name on top"			Responsibility		
20:00								
			20:07 - "Put your name on top"			Responsibility		
			20:25 – "Follow along... Turn your book around… Take that off your head… we'll watch the video once… sit down…"					
21:00		Watch Flocab Video Enlightenment		Factual Knowledge	Relevancy			
22:00								
		Review notes from video						
			22:16 – "Who first had the idea of innate rights? Raise your hand."				Minimizing Distractions	
23:00								
			23:20 – "Raise your hand"				Minimizing Distractions	

Purposes Map – Mr. King – Long Video-Watched Lesson #1, continued

24:00				Factual Knowledge			
25:00							
			25:20 – "Maddy J"	Factual Knowledge	Relevancy	Student-Teacher Relationship	
26:00				Factual Knowledge			
27:00		Share information about Articles of Confederation					
			27:10 – "Let's finish this up"				Managing the Clock
28:00		Share information about rebellions		Factual Knowledge			
29:00	Cllass Discussion (with lecture and note-taking)	Transition to note-taking					
			29:30 – "Get out notes"			Responsibility	Minimizing Distractions
			29:50 – "Get out notes"				
			29:58 – "Take out your notes"				
30:00							
31:00		Define democracy, republic and compare		Factual Knowledge	Critical Thinking		
			31:50 – "Malcom & KC – how can I help you?"			Meeting Individual Student Needs	Minimizing Distractions
32:00				Factual Knowledge	Critical Thinking		
			32:50 – "What were you going to say?"			Meeting Individual Student Needs	

Purposes Map – Mr. King – Long Video-Watched Lesson #1, continued

33:00				Factual Knowledge	Critical Thinking		
			33:10 – "What was the last part of what you said?"			Meeting Individual Student Needs	
34:00				Factual Knowledge	Critical Thinking		
35:00							
36:00	Group/Partner Activity	Stand up and vote by moving to side of room		Relevancy			
			36:14 – "…real quick"				Managing the Clock
37:00				Relevancy			
			37:17 – decision changes – "Sit down… no, stay there…"				
38:00	Class Discussion (with lecture and note-taking)	Further notes on democracy vs. republic		Factual Knowledge			
			38:50 – "Malcom, take a seat; okay to stand in the back"			Meeting Individual Student Needs	Minimizing Distractions
39:00				Factual Knowledge			
			39:50 – student question about could someone assassinate Obama	Relevancy		Meeting Individual Student Needs	

Purposes Map – Mr. King – Long Video-Watched Lesson #1, continued

40:00							
			40:30 – how a republic protects the minority	Critical Thinking			
			40:58 – "we're not going to go deeper into this today"				Managing the Clock
41:00	Group/Partner Activity	Directions for activity and getting into partners					Managing the Clock
			41:41 – "Please stop shouting"				Minimizing Distractions
42:00							Managing the Clock
43:00							
			43:14 – assign partners				Managing the Clock
44:00							Managing the Clock
			44:30 – "Can we talk after class? Remind me…"		Meeting Individual Student Needs	Student-Teacher Relationship	Managing the Clock
45:00		Groups making Venn diagrams / comparison charts		Critical Thinking	Meeting Individual Student Needs	Responsibility	
46:00							
47:00							
48:00							
49:00							

Purposes Map – Mr. King – Long Video-Watched Lesson #1, continued

50:00	Administrative Information	Transition out of activity and into wrap-up				Minimizing Distractions	Managing the Clock
			50:30 – "Planners out"		Responsibility		
			50:34 – "Take out your planners"				
			50:45 – "Get your planners out"				
			50:57 – "Planners out"				
51:00		Assign homework					
			51:00 – assign original homework	Factual Knowledge			
			51:40 – "there will be participation grades in class tomorrow when we finish this activity"		Responsibility	Minimizing Distractions	
52:00							
			52:00 – change homework assignment	Critical Thinking			
53:00							
54:00							
55:00							

Figure K1. Purposes map from Mr. King's long video-watched lesson #1.

Purposes Map – Mr. King – Long Video-Watched Lesson #2

TIME CODE	ACTIVITY STRUCTURE	MAIN EVENT	SECONDARY EVENT	HISTORY LEARNING PURPOSE		STUDENT PERSONAL GROWTH PURPOSE	CLASSROOM MANAGEMENT PURPOSE
0:00	Individual Work (Do Nows)	Settling In					
1:00		Define and describe the Bill of Rights		Factual Knowledge		Meeting Individual Student Needs	
			1:10 – dealing with problems with Chromebook cart				
			1:36 – "Take out your notes"			Responsibility	Minimizing Distractions
2:00				Factual Knowledge			
			2:50 – "We're in regular notes"			Responsibility	Minimizing Distractions
3:00				Factual Knowledge			
			3:51 – "Let's take one minute to finish up"				Managing the Clock
			3:55 – use your notes or look up information	Factual Knowledge	Critical Thinking	Responsibility	

Purposes Map – Mr. King – Long Video-Watched Lesson #2, continued

4:00				Factual Knowledge		
			Lots of student chatter; some asking teacher questions that he ignores			Minimizing Distractions
			4:55 – "Quiet please. Quiet please. Please stop talking."		Responsibility	Minimizing Distractions
5:00				Factual Knowledge		
			5:40 – "Who said [shut up]?"		Responsibility	Minimizing Distractions
6:00	Class Discussion (checking Do Nows)	What is the Bill of Rights?		Factual Knowledge		
			6:10 – "The rights of bills. Okay."		Student-Teacher Relationship	
			6:30 – "Anybody have anything different than that? Tyler?"		Meeting Individual Student Needs	
7:00						
			7:00 – teacher sticks pencil in Tyler's hair		Student-Teacher Relationship	
			7:50 – "We're going to be analyzing the Bill of Rights"	Factual Knowledge / Critical Thinking		
			7:52 – explain activities order		Meeting Individual Student Needs	Managing the Clock

Purposes Map – Mr. King – Long Video-Watched Lesson #2, continued

8:00	Group/Partner Activity	Getting into partners and instructions for activity			Responsibility	
			8:40 – split into groups			Managing the Clock
9:00						
			9:34 – "Okay listen up. … have a seat please. Listen up, please. Listen up."			Minimizing Distractions
			9:40 – "I'm going to give you about 10 minutes to do this."		Responsibility	Managing the Clock
10:00						
			10:07 – fist bump from student		Student-Teacher Relationship	
			10:30 – assign amendments to each pair		Meeting Individual Student Needs	Managing the Clock
11:00						
			11:38 – "Describe… in your own words"	Critical Thinking		
			11:50 – "decide if this is a right that everyone should have"	Relevancy		
12:00		Analyzing assigned amendments		Critical Thinking		

Purposes Map – Mr. King – Long Video-Watched Lesson #2, continued

13:00							
14:00							
15:00							
16:00			16:45 – noticed student with head down; sent to nurse		Meeting Individual Student Needs		Minimizing Distractions
17:00				Critical Thinking			
18:00			18:20 – look through homework while groups are working		Meeting Individual Student Needs	Responsibility	
19:00							
20:00			20:15 – “We’re going to spend about two more minutes on this.”		Meeting Individual Student Needs		Managing the Clock

Purposes Map – Mr. King – Long Video-Watched Lesson #2, continued

21:00				Critical Thinking			
			21:00 – "About a minute, then we're going to move on"		Meeting Individual Student Needs		Managing the Clock
22:00							Managing the Clock
			22:50 – "We're going to move on to the next… We'll share these tomorrow"		Meeting Individual Student Needs		
23:00							
			23:05 – "Close your Chromebooks… close your Chromebook, please. Five, four, three, two…"		Responsibility		Minimizing Distractions
24:00	Administrative Information	Sharing goals for bill/speech project			Meeting Individual Student Needs		
25:00			25:10 - "we're going to be writing a persuasive argument"	Critical Thinking			

Purposes Map – Mr. King – Long Video-Watched Lesson #2, continued

26:00						
			26:10 – respond to student question about not wanting to give speech		Meeting Individual Student Needs	
27:00						
			27:02 – "we are just looking to understand better the structure of the Maryland government… of the House and the Senate"	Factual Knowledge		
28:00						
29:00						
			29:10 – "Eyes up here"			Minimizing Distractions
			29:50 – "Eyes up here please. Please stop talking."			Minimizing Distractions
30:00	Class Discussion (with lecture and note-taking)	Teaching and reviewing thesis statement and thesis paper characteristics		Critical Thinking		
31:00						

Purposes Map – Mr. King – Long Video-Watched Lesson #2, continued

32:00							
			32:05 – "We're not going to have this confrontation right now"		Meeting Individual Student Needs	Minimizing Distractions	Managing the Clock
33:00				Factual Knowledge			
			33:15 – "There are too many people talking. All right, I will come help you."		Meeting Individual Student Needs	Minimizing Distractions	
			33:30 – "Now I want you to dig deeper… you want to dig really deep."	Critical Thinking			
34:00	Individual Work	Individual research of students' own bills to write about			Responsibility		
			34:10 – instructions for researching bill	Critical Thinking / Relevancy			
35:00							
			35:24 – repeat instructions to start research			Minimizing Distractions	
			35:30 "I'll be with you in 30 seconds"		Meeting Individual Student Needs	Managing the Clock	
36:00						Minimizing Distractions	

Purposes Map – Mr. King – Long Video-Watched Lesson #2, continued

37:00						
			37:20 – step out of door to talk to teacher who came by; tell students in meantime to find additional resources about their bills	Critical Thinking	Responsibility	
			37:50 – "Guys we need to review our bills"			Minimizing Distractions
38:00						
			38:30 – "I jumped ahead too far" – change directions from find resources to make bullet notes		Meeting Student Individual Needs	
39:00						
40:00						
			40:05 – "Are you taking three bullet-point notes? You're reading your bill?"			Managing the Clock

Purposes Map – Mr. King – Long Video-Watched Lesson #2, continued

41:00						
			41:00 – Tell Tyler to leave for basketball and stop distracting others			Minimizing Distractions
			41:10 – "would you like to do another bill?"	Relevancy	Meeting Individual Student Needs	
42:00						
			42:10 – "Okay, listen up. Turn around. No, I mean spin your chair around."			Minimizing Distractions
43:00	Administrative Information	Reviewing bill project goals and upcoming lessons		Critical Thinking	Meeting Individual Student Needs	
			43:10 – "Jeremy, are we good?"		Meeting Individual Student Needs	Minimizing Distractions
44:00				Critical Thinking	Meeting Individual Student Needs	
			44:35 – "Baker, take it off your face"			Minimizing Distractions
45:00				Critical Thinking	Meeting Individual Student Needs	
46:00						
47:00						
48:00						
49:00						

Figure K2. Purposes map from Mr. King's long video-watched lesson #2.

Purposes Map – Mr. King – Long Video-Watched Lesson #3

TIME CODE	ACTIVITY STRUCTURE	MAIN EVENT	SECONDARY EVENT	HISTORY LEARNING PURPOSE		STUDENT PERSONAL GROWTH PURPOSE	CLASSROOM MANAGEMENT PURPOSE	
0:00	Individual Work (Do Nows)	Do Now – define democracy and government		Factual Knowledge				
			0:23 – "Do Nows should be out"			Responsibility		
			0:45 – "I don't like that attitude"			Meeting Individual Student Needs	Minimizing Distractions	
1:00				Factual Knowledge				
			1:20 – "Put all the liquid on the floor"				Minimizing Distractions	
			1:49 – questions about teacher's brother			Student-Teacher Relationship		
2:00				Factual Knowledge				
			2:06 – "You guys take one more minute"			Meeting Individual Student Needs	Minimizing Distractions	Managing the Clock
3:00				Factual Knowledge				
			3:50 - "look back in your notes"	Factual Knowledge	Critical Thinking	Responsibility		

Purposes Map – Mr. King – Long Video-Watched Lesson #3, continued

4:00				Factual Knowledge		
			4:03 – "All right. So we're defining… you should be done defining .democracy"			
			4:20 – "Demonte, Sashus, let's go"		Meeting Individual Student Needs	Minimizing Distractions / Managing the Clock
			4:40 – "listen up, please. If you're talking, please stop."		Responsibility	Minimizing Distractions
5:00	Class Discussion (Checking Do Nows)	Discuss definitions of democracy and government		Factual Knowledge		
			5:36 – allow student to call out answer so not shut down		Meeting Individual Student Needs	
6:00						
			6:03 – tangent about political parties (republican vs. democrat) and party in power	Factual Knowledge / Relevancy		
			6:30 – "please share what you are sharing"	Factual Knowledge	Student-Teacher Relationship	

Purposes Map – Mr. King – Long Video-Watched Lesson #3, continued

7:00							
8:00			8:01 – make current connection to political issues	Relevancy			
			8:30 – "Say that one more time"			Meeting Individual Student Needs	
			8:40 – "if the law is already in action, what branch of government is going to review that law?"	Factual Knowledge			
9:00							
			9:03 – "These are great questions you're asking"	Factual Knowledge	Relevancy	Meeting Individual Student Needs	
			9:10 – connect back to checks & balances	Factual Knowledge	Relevancy		
			9:30 – trying to get students to remember "checks & balances" phrase	Factual Knowledge	Relevancy		

Purposes Map – Mr. King – Long Video-Watched Lesson #3, continued

10:00							
			10:05 – called on student who had been quiet			Meeting Individual Student Needs	
			10:40 – answer question about what's on the test			Responsibility	
11:00	Group/Partner Activity (Study Guide)	Telling about next activity (review , when test will be, etc.)					
			11:10 – "Baker, please take that off your head"				Minimizing Distractions
			11:20 – "Close your Chromebook"				Minimizing Distractions
12:00		Distribute study guide and assign partners / instructions / assign homework		Factual Knowledge			
			12:35 – "So get your planners out. Planners out… " "Do study guide 1, 2 6"			Responsibility	
			12:55 – while student hands out papers and teacher gives directions, also quiet conversation with student			Meeting Individual Student Needs	Minimizing Distractions

Purposes Map – Mr. King – Long Video-Watched Lesson #3, continued

13:00						
			13:26 – "Study guide 1, 2 6"		Responsibility	
14:00						
			14:01 – "Study guide 1, 2 6"		Responsibility	
			14:10 – "We're not starting yet. Close your Chromebooks"			Minimizing Distractions
			14:30 – "I'll answer questions about grades at the end of class"			Managing the Clock
			14:50 – "Study guide – so let's just go over it together so we know what we're getting into"		Meeting Individual Student Needs	
15:00		Review study guide		Factual Knowledge		
			15:00 – "Please stop talking, stop making random noises"			Minimizing Distractions
			15:40 – explain test requirements, extra credit	Factual Knowledge	Responsibility	

Purposes Map – Mr. King – Long Video-Watched Lesson #3, continued

16:00							
			16:02 – ask for questions about vocab or key figures		Responsibility		
17:00							
			17:04 – have individual students read review questions		Meeting Individual Student Needs		
			17:50 – decide to say delegate name even though know will elicit laughter		Student-Teacher Relationship	Minimizing Distractions	Managing the Clock
18:00				Factual Knoweldge			
19:00			19:10 – take bat from CQ			Minimizing Distractions	
			19:30 – “Any questions?”	Factual Knowledge	Responsibility		
20:00							
			20:24 – “You need to find a partner. I’m going to give you 7 minutes to work on this together… get with partner.7 minutes.”		Responsibility	Managing the Clock	

Purposes Map – Mr. King – Long Video-Watched Lesson #3, continued

21:00		Students working on study guide		Factual Knowledge		Responsibility	Managing the Clock
22:00							
23:00			23:30 – putting up doom points for students				Minimizing Distractions
24:00							
25:00			25:50 – "We're going to take 2 more minutes"			Meeting Individual Student Needs	Managing the Clock
26:00							
			26:50 – "if we have enough time at the end we'll continue this"			Meeting Individual Student Needs	Managing the Clock
27:00							
28:00			28:30 – "No, that would not be an acceptable answer because I want you to be more specific"	Factual Knowledge	Critical Thinking		

Purposes Map – Mr. King – Long Video-Watched Lesson #3, continued

29:00						
30:00	Class Discussion (with game)	Transitioning to game	30:20 – student hand out colored papers		Meeting Individual Student Needs	Managing the Clock
31:00						
			31:03 – "All right, gentlemen, now, please sit down. Okay, all right"		Responsibility	Minimizing Distractions
		Setting up game cards				
32:00						
33:00						
			33:50 – "There's no reason for your Chromebook to be open"			Minimizing Distractions
34:00		Game instructions				
			34:52 – question from student about teacher's brother		Student-Teacher Relationship	

Purposes Map – Mr. King – Long Video-Watched Lesson #3, continued

35:00						
			35:50 – more conversation about teacher's brother		Student-Teacher Relationship	
36:00		Play "branches" game		Factual Knowledge		
			36:40 – "Raise your hand… raise your hand"			Minimizing Distractions
37:00				Factual Knowledge		
38:00						
			38:12 – "Gentleman, listen up. Please cut down on the chatter in between each one… please sit up. Please sit up."		Responsibility	Minimizing Distractions
39:00				Factual Knowledge		
			39:32 – "So again, second reminder, please cut down on the chatter"		Responsibility	Minimizing Distractions

Purposes Map – Mr. King – Long Video-Watched Lesson #3, continued

40:00				Factual Knowledge		
			40:15 – "So listen up and let me explain" – clarifying about judicial branch			
41:00						
			41:50 – "I know it's easy to be influenced by the people around you, all right, but do your best to just stick with your answer and what you have"		Responsibility	
42:00						
43:00						
44:00						
45:00	Group/Partner Activity (back to study guide)	Review homework and plans for rest of the lesson	45:04 - "Tomorrow, what is due for homework, Jeremy?"		Meeting Individual Student Needs	

Purposes Map – Mr. King – Long Video-Watched Lesson #3, continued

46:00		Continue working in partners on study guide		Factual Knowledge		
47:00						
48:00						
49:00						

Figure K3. Purposes map from Mr. King's long video-watched lesson #3.

Appendix L
Mr. King's End-of-Unit Test

Name: Date:

Government QUEST

1. Numbers in XXXXXXX [state name] Government:

a. There are _____ districts in XXXXXXX.

b. There are _____ senators in XXXXXXX.

c. The XXXXXXX House of Representatives is made up of _____ delegates because there are _____ delegates per district.

2. Vocabulary – Describe or define 7 of the 10 key terms below. Each definition should be 1-2 complete sentences.

a. enlightenment -

b. constitution -

c. bill -

d. governor -

e. Fair Housing Act -

f. democracy -

g. republic -

h. checks and balances -

i. Bill of Rights -

j. ********** [name of state capital]

3. Identifications – Describe 5 of the following historical figures below.

a. James Madison -

b. Thomas Jefferson -

c. John Locke -

d. Baron de Montesquieu -

e. Delegate YYYYYYYY [name of delegate students met]

f. Governor ZZZZZZZZ [name of current state governor]

g. Lyndon B. Johnson

4. Short Answer questions (2-4 sentences each):

a. Describe the responsibilities of a XXXXXXX [state name] state delegate or senator.

b. Why is it important to have representatives for each district in XXXXXX [state name]? Explain why you think this way.

c. Explain the process of a bill in order for it to become a law.

d. Why was the passing of the Fair Housing Act so significant to America in 1968? (Think about how quickly everything happened for this bill to be passed.)

e. During the House Session we witnessed, XX YY was elected as the XXXXXXX State Treasurer. The senate and house members, along with the governor, used paper ballots to vote for treasurer. Why do you think they voted on paper instead of computers? Why would they count the ballots in front of the entire audience?

5. The 3 Branches of American Government

a. Name of branch: _____

i. Purpose of this branch:

_____

ii. Who is involved in this branch:

_____

iii. Where does this branch congregate?

_____

b. Name of branch: _____

i. Purpose of this branch:

_____

ii. Who is involved in this branch:

_____

iii. Where does this branch congregate?

_____

c. Name of branch: _____

i. Purpose of this branch:

_____
__

ii. Who is involved in this branch:

_____
_____

iii. Where does this branch congregate?

_____
__

1. Essay (3 paragraphs)

    a. Describe the structure of the United States government by using the terms and concepts we have discussed during this unit.

    b. Government provides a certain amount of structure for a country or state. When is structure a good thing for a country? Explain why you think this.

    c. When can there be too much structure provided by a government? Why is that a negative? Explain your thoughts on this.

_____

_____

_____

_____

_____

Figure L1. Mr. King's end-of-unit test.

Appendix M
Purposes Maps from Mr. Teller's Three Video-Watched Lessons

Purposes Map – Mr. Teller – Long Video-Watched Lesson #1

TIME CODE	ACTIVITY STRUCTURE	MAIN EVENT	SECONDARY EVENT	HISTORY LEARNING PURPOSE	STUDENT PERSONAL GROWTH PURPOSE	CLASSROOM MANAGEMENT PURPOSE
0:00	Administrative Information	Welcoming, Chatting				
1:00			0:30 - "Make sure your notebooks are out"			
			0:38 – "We're going to do a couple of things. We're going to change gears a lot today" - Vague about plans			Maintaining Student Interest
2:00						
			1:24 – "I like the energy, the enthusiasm. Let's direct it." sandwich compliment		Empowerment	
			"Need to wrap up"			

Purposes Map – Mr. Teller – Long Video-Watched Lesson #1, continued

3:00	Class Discussion	Debrief from customer team's experience in yesterday's simulation		Critical thinking	Relevancy		
			2:00 - "Did you guys think the prices were fair?"			Empowerment	Maintaining Student Interest
			3:30 – "Cara, we're talking over [other people]"			Empowerment	
4:00							
			4:05 - "Stacy, how did you feel? Now Stacy's hand goes up."			Empowerment	Maintaining Student Interest
			4:20 - Ask about poor and rich feelings in game				
5:00							
			5:05 - Raised issue of the fight yesterday			Empowerment	
			5:55 - "Do you think this happens out in America?"				
6:00							
			6:55 - "Jessica – I need you to focus up"				Maintaining Student Interest

Purposes Map – Mr. Teller – Long Video-Watched Lesson #1, continued

7:00							
			7:40–"Wow, K,ara, say it again"			Empowerment	
			7:55 - Discuss role of government in organizing and providing structure				
8:00							
9:00			9:03 - Human nature and history connection				
10:00			10:32 - "Now you're strategizing… great!"			Empowerment	
11:00			11:00 - Instead of answering, asked back "why do you think?"			Empowerment	
			11:10 - Credit card teaching			Empowerment	

Purposes Map – Mr. Teller – Long Video-Watched Lesson #1, continued

12:00	Group Activity	"Candy Rush"		Relevancy		
			12:02– "I'm going to change gears real quick. Are you ready?"			Maintaining Student Interest
13:00			13:10 - Allow excitement / noise			
14:00			Teaching Jennifer about tenacity		Empowerment	
			Honor Katherine statement that this is about the gold rush		Empowerment	
15:00	Class Discussion	Debrief Candy Rush	15:20 - Wait for students to settle down on own		Empowerment	
			15:25 – "What makes you think of the gold rush?"	Critical thinking		
			Law of supply/demand	Factual Knowledge / Critical Thinking / Relevancy		

Purposes Map – Mr. Teller – Long Video-Watched Lesson #1, continued

16:00						
			16:00 – "How do you feel, Andrea?"	Relevancy	Empowerment	
			16:50 - "I can feel that we're not focusing right now"			Maintaining Student Interest
				Factual Knowledge		
17:00						
			17:18 – give info on gold rush / Sutter			
18:00	Class Discussion (with text reading)	Elephant text and discussion				
			Packet was pre-set on desks			Maintaining Student Interest
19:00						
			19:01 - "Who wants to start reading?... We'll switch off… Oh my God, look at the hands"		Empowerment	Maintaining Student Interest
			Call on variety of students		Empowerment	Maintaining Student Interest

Purposes Map – Mr. Teller – Long Video-Watched Lesson #1, continued

20:00						
			20:25 - "What would you do?"	Relevancy		
			20:38 – "Why would you keep it a secret?"	Critical Thinking		
21:00						
			21:50 - Allow some chatter because on task, confidence from sharing voice		Empowerment	
			21:55 - Called on particular student with hand raised because this student needed acknwledgment		Empowerment	
22:00				Factual Knowledge		
			22:10 - Picked students to read			Maintaining Student Interest
			22:42 –"What do you think, Andrea?"	Critical Thinking / Relevancy	Empowerment	Maintaining Student Interest
			Secrets getting out about gold			

Purposes Map – Mr. Teller – Long Video-Watched Lesson #1, continued

23:00						
			23:04 - Facebook connection	Relevancy		Maintaining Student Interest
24:00						
25:00			25:10 – "Harder then or now to keep secret?"	Critical thinking	Relevancy	
			25:30 – "Just to let you know I'm going to change it up"			Maintaining Student Interest
				Factual Knowledge		
26:00			26:13 – tells about news of gold rush spreading			
			26:42 – "you're sitting in Baltimore [in 1848] and you open the newspaper. Gold Discovered in California"	Relevancy		
			26:50 – "now you're making connections" to yesterday's activity	Critical Thinking		

Purposes Map – Mr. Teller – Long Video-Watched Lesson #1, continued

27:00				27:39 – "I don't want to say 'poor.' I want to say they were making a lower income"	Empowerment	
28:00				28:30 - "oh my goodness, gracious"	Empowerment	
				28:42 – "I like how you guys are excited. This is cool. You guys have all the right impulses"	Empowerment	
29:00				29:24 – lots of answers about how long will take – "It's complex"		

Purposes Map – Mr. Teller – Long Video-Watched Lesson #1, continued

30:00						
			30:25 - Laugh with "it was in Scooby Doo. I like that"			Maintaining Student Interest
			30:30 - T writing on board to settle students down	Factual Knowledge		Maintaining Student Interest
31:00				Relevancy		
			31:01 - Football names connection			Maintaining Student Interest
32:00						
			32:02 – Factual Knowledge population info about SF	Factual Knowledge		
			32:30 – "Maintaining Student Interesting? Not Maintaining Student Interesting?			Maintaining Student Interest
			32:50 – ask for negatives of the gold rush	Critical thinking	Factual Knowledge	
			Complexity	Critical thinking		

Purposes Map – Mr. Teller – Long Video-Watched Lesson #1, continued

33:00						
			"Moving fast, I like it"		Empowerment	
34:00				Critical thinking		
			34:10 – "You know what? I didn't have that on my notes, but that's a really, really good point"		Empowerment	
35:00						
			35:05 - Connect to candy rush activity	Critical thinking	Relevancy	
			Out of control a bit – not fighting			Maintaining Student Interest
36:00			36:01 – "I'm going back to Kasey's idea"		Empowerment	
37:00						
			37:05 - "ch-ching bling bling"			Maintaining Student Interest

Purposes Map – Mr. Teller – Long Video-Watched Lesson #1, continued

38:00							
			38:10 - Give info about veins, motherlode	Factual Knowledge			
			38:50 - Ignore hand in air because want to give into				
39:00			More population info, workers, need stores, immigrants				
40:00				Critical Thinking	Factual Knowledge		
41:00							
42:00			Connections to immigrants and growth of cities and ideas				
43:00							
44:00			44:30 – “Oh my gosh you’re leading right into the next discussion”			Empowerment	Maintaining Student Interest

Purposes Map – Mr. Teller – Long Video-Watched Lesson #1, continued

45:00							
46:00			46:01 - “What would you do if you didn’t find gold?”	Relevancy		Empowerment	
47:00			Lead into boom towns info and discussion	Critical thinking	Factual Knowledge		
48:00							
49:00			49:30 - “thinking like an econ major”			Empowerment	
50:00							
51:00							

Purposes Map – Mr. Teller – Long Video-Watched Lesson #1, continued

52:00						
			52:10 - "let's read this first because we're gonna run out of time"	Factual Knowledge		Maintaining Student Interest
			52:50 - Extra credit if find out answer to complex question	Critical thinking	Empowerment	Maintaining Student Interest
53:00				Critical thinking		
			53:48 - Prediction – expansion			
54:00						
			54:55 - Connect to themes from beginning of year			
55:00						
			55:05 - "Oh my goodness gracious, you're thinking!"		Empowerment	
56:00						
57:00			57:03 – "ch-ching-bling-bling"	Relevancy		Maintaining Student Interest

Purposes Map – Mr. Teller – Long Video-Watched Lesson #1, continued

58:00	Administrative Items	Homework and upcoming projects reminders / info				
59:00			Tell about Am Idol West			Maintaining Student Interest
60:00						

Figure M1. Purposes map from Mr. Teller's long video-watched lesson #1.

Purposes Map – Mr. Teller – Long Video-Watched Lesson #2

TIME CODE	ACTIVITY STRUCTURE	MAIN EVENT	SECONDARY EVENT	HISTORY LEARNING PURPOSE	STUDENT PERSONAL GROWTH PURPOSE	CLASSROOM MANAGEMENT PURPOSE
0:00	Administrative Information	Remind homework				
1:00			1:50 – "Before I get into the whole thing about land and farmers, I want you to have read both those chapters… so you will come in and… you will be able to have a good discussion"	Factual Knowledge		
2:00		Review upcoming schedule	2:43 - "get used to pressure" of MAP test		Empowerment	
3:00			3:03 - Overview of what's coming next			Maintaining Student Interest

Purposes Map – Mr. Teller – Long Video-Watched Lesson #2, continued

4:00		Instructions for continuing American West Idol group work				
			4:01 – Tell that one group VERY ahead			Maintaining Student Interest
5:00				Relevancy		
			Looking for picture book			
6:00	Group Activity	Working with and listening to Group 1				
			6:50 – "You guys usually kick right in and just do it"			Maintaining Student Interest
7:00						
			7:20 – "Don't judge it. Don't judge it yet."		Empowerment	
				Relevancy		
8:00						
9:00			9:45 – "The key will be for you guys to actually be together"		Empowerment	
				Relevancy		

Purposes Map – Mr. Teller – Long Video-Watched Lesson #2, continued

10:00						
			10:55 – "you probably need to move out of here because this is their… space"		Empowerment	
				Relevancy		
11:00						
			11:50 – allow group to focus on scenery, etc.		Empowerment	Maintaining Student Interest
12:00						
13:00		Working with and listening to Group 2				
			13:30 – "That's a great way to make this work"		Empowerment	Maintaining Student Interest
				Relevancy		
14:00						
			14:36 – speech about singing and singing and repeating to get better			Maintaining Student Interest
				Relevancy		

Purposes Map – Mr. Teller – Long Video-Watched Lesson #2, continued

15:00		Working with and listening to Group 3				
			15:05 - Allow phone for project			Maintaining Student Interest
				Relevancy		
			15:31 - “You’re entertaining. The piece that you’re leaving out is that you have to entertain the audience”		Empowerment	
				Relevancy		
16:00			16:06 – “you have to accomplish something this class. Do not get behind”		Empowerment	Maintaining Student Interest
			Teller sit intently listening to give message of being heard			
				Relevancy		

Purposes Map – Mr. Teller – Long Video-Watched Lesson #2, continued

17:00						
			17:03 – "by next week you're not going to have as much time to work on this and all of a sudden it's going to be performance time. So use this wisely"			Maintaining Student Interest
				Relevancy		
18:00		Working with and listening to Group 2 again				
			18:02 – "Why are you judging? Why is that a bad sketch?"			
			18:30 - Give Kara scenery job			Maintaining Student Interest
				Relevancy		
19:00			19:20 - "Time's tickin"			Maintaining Student Interest
			19:33 – "You guys are so judgmental. Don't judge it until you…"		Empowerment	

Purposes Map – Mr. Teller – Long Video-Watched Lesson #2, continued

20:00				Relevancy	Empowerment	
			20:10 - Help polish performance "Want to make it look realistic and make sense" - acting lessons			
21:00						Maintaining Student Interest
			Help with group dynamics / collaboration			
22:00				Relevancy		
23:00			Acting coaching		Empowerment	
24:00				Relevancy		
25:00			Intervene to help group make progress (copy script)			Maintaining Student Interest
26:00						

Purposes Map – Mr. Teller – Long Video-Watched Lesson #2, continued

27:00						
			27:45 – “I’m going to get Maya in here too because it’s hard to make movements without Maya too”		Empowerment	
			27:55 – “Let’s just do it. We’re wasting too much time. Let’s go”			Maintaining Student Interest
				Relevancy		
28:00			Listening to group		Empowerment	
				Relevancy		
29:00						
30:00			Acting coaching (heart/head)		Empowerment	
31:00			Blocking direction			Maintaining Student Interest

Purposes Map – Mr. Teller – Long Video-Watched Lesson #2, continued

32:00				Factual Knowledge		
			Explain ok to act out letter-writing; Civil War and time period letter-writing			
33:00			Find space for Kara			Maintaining Student Interest
				Relevancy		
34:00						
35:00			Let Kara idea stand even though not great		Empowerment	
				Relevancy / Factual Knowledge		
36:00			More blocking direction			Maintaining Student Interest
37:00						
38:00			Change Kara blocking			Maintaining Student Interest
				Relevancy		

Purposes Map – Mr. Teller – Long Video-Watched Lesson #2, continued

39:00						
			Humoring ideas without shooting them down		Empowerment	
40:00						
			Stay quiet while group generate ideas		Empowerment	
41:00						
42:00						
43:00						
			One last comment to Kara – “turn up a little bit of seriousness. Get involved”			Maintaining Student Interest
				Relevancy		

Purposes Map – Mr. Teller – Long Video-Watched Lesson #2, continued

44:00		Working with and listening to Group 3 again	Group 3 44-50:00			
			44:30 – get group to say it's a "Prairie schooner"	Factual Knowledge		
			44:50 – "I just want to hear it. I'm hearing all the groups right now"			Maintaining Student Interest
45:00				Relevancy		
			Trying to get group to just "go"			Maintaining Student Interest
46:00			46:30 – respond to interrupting student "You got to ask me, Mr. T, do you have a second… because I'm in the middle of something"		Empowerment	
47:00			listening	Relevancy		
48:00			listening			

Purposes Map – Mr. Teller – Long Video-Watched Lesson #2, continued

49:00						
50:00			Compliment with critique		Empowerment	
51:00		Working with and listening to Group 1 again				
			Whip and nae nae			Maintaining Student Interest
			51:58 – "Thank you. I now can talk some pop culture"			Maintaining Student Interest
52:00			Sit on couch to help group relax		Empowerment	
53:00			53:45 – response when kids yell at others interrupting "Guys, really? Be kind about it."		Empowerment	
54:00				Relevancy		
55:00						

Purposes Map – Mr. Teller – Long Video-Watched Lesson #2, continued

56:00			56:02 – "Okay, when people walk in you've got to be civil. You can't just say, 'Get out.'"		Empowerment	

Figure M2. Purposes map from Mr. Teller's long video-watched lesson #2.

Purposes Map – Mr. Teller – Long Video-Watched Lesson #3

TIME CODE	ACTIVITY STRUCTURE	MAIN EVENT	SECONDARY EVENT	HISTORY LEARNING PURPOSE		STUDENT PERSONAL GROWTH PURPOSE	CLASSROOM MANAGEMENT PURPOSE
0:00	Class Discussion with note-taking		Prep students for what doing today				Maintaining Student Interest
1:00			1:45 – "I'm using one example, one battle, one relationship with a group of Indians and the US government to… be the metaphor for pretty much what happened throughout"	Critical Thinking			
2:00		Information and discussion about bad treaties / Indian removal throughout	Graphic show trends / big picture	Critical Thinking	Factual Knowledge		
		Powerpoint	2:03 - "for you guys, pictures are interesting"				Maintaining Student Interest

Purposes Map – Mr. Teller – Long Video-Watched Lesson #3, continued

3:00			3:16 - "What do we know about bad treaties"			Empowerment	
			3:40 – "what's very complex about that?"	Critical Thinking			
4:00							
5:00			5:02 – "how is that fair? Is that fair?"	Critical Thinking	Relevancy	Empowerment	
				Critical Thinking			
6:00			6:35 - Connect to current events in city	Relevancy			
7:00				Critical Thinking			
			7:33 - "How would you back that up, that argument?"	Critical Thinking			
			7:50 – "Do you hear what I'm doing? I'm giving examples from what you already know"	Critical Thinking	Relevancy		
				Critical Thinking			

Purposes Map – Mr. Teller – Long Video-Watched Lesson #3, continued

8:00			Cause / effect, choices, complexities of history (thru 10:00)			
9:00						
10:00			10:04 - "If you were a Native American, what choices did you have?"	Relevancy	Empowerment	
11:00						
			11:00 – "This whole unit is about money"			Maintaining Student Interest
			11:05 - Praise Kara (twice) for response		Empowerment	
				Critical Thinking		
12:00			12:15 - Add in new info about Dawes Act	Factual Knowledge		

Purposes Map – Mr. Teller – Long Video-Watched Lesson #3, continued

18:00						
19:00			19:10 - Return to info slide because student brought up Dawes failure		Empowerment	
			19:41 - "What do you think? What do you get from this?"	Relevancy	Empowerment	
20:00	Class Discussion	Indian options discussion		Critical Thinking		
21:00			20:22 - Turn off projector			Maintaining Student Interest
22:00				Critical Thinking		
			22:13 - Emphasize understanding choices and perspective			
23:00						
24:00						

Purposes Map – Mr. Teller – Long Video-Watched Lesson #3, continued

25:00			25:03 - Unplanned reference to Sitting Bull death	Factual Knowledge		Maintaining Student Interest
26:00						
			25:54 – "We just talked about that" - Frustrated with student because not listening			Maintaining Student Interest
				Critical Thinking		
27:00						
			27:10 - "You tell me" – response to "what do we need to know"		Empowerment	
			26:27 – "Last one, because I want to move, because I think people want to move"			Maintaining Student Interest
28:00						
			28:12 - "I don't know, what do I mean by that?"		Empowerment	Maintaining Student Interest

Purposes Map – Mr. Teller – Long Video-Watched Lesson #3, continued

29:00						
30:00	Group Activity	Jeopardy game to review for test				Maintaining Student Interest
31:00			31:01 - "I love it because you're going hard"	Factual Knowledge	Critical Thinking	Empowerment
			Format of game (everyone answer written), but in teams too			
			31:50 – "No notes"	Factual Knowledge		Empowerment
32:00						
			Stay on this question to ensure understanding	Critical Thinking		
33:00						
34:00						
35:00			Review questions chosen to focus			

Purposes Map – Mr. Teller – Long Video-Watched Lesson #3, continued

36:00						
37:00						
38:00			38:10 - Extra points for additional factual info	Factual Knowledge		
			38:30 - "Good – rock on, you are starting to make all the connections"	Critical Thinking	Empowerment	
39:00				Critical Thinking	Relevancy	
			Clarify credit card & installment buying			
40:00						
			Willing to barter over points		Empowerment	
			Clever names for categories	Relevancy		
				Critical Thinking		

Purposes Map – Mr. Teller – Long Video-Watched Lesson #3, continued

41:00						
			Question about negative effects of gold mining… Teller stop talking because students already working			
			41:03 – "with good comes bad"		Empowerment	
			Decide about what questions must still do in remaining time			
				Critical Thinking		
42:00						
43:00						
44:00						
45:00						
			45:51 – "she's actually getting onto something now"		Empowerment	

Purposes Map – Mr. Teller – Long Video-Watched Lesson #3, continued

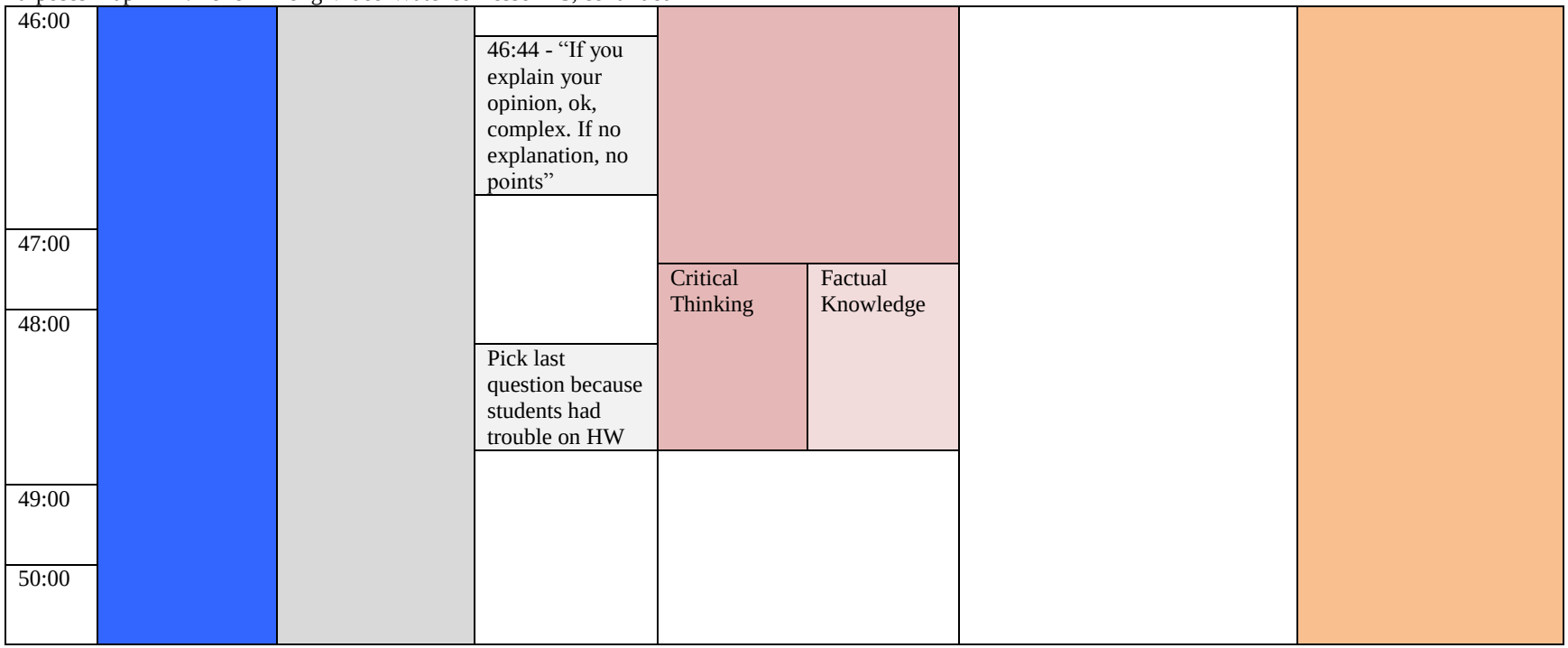
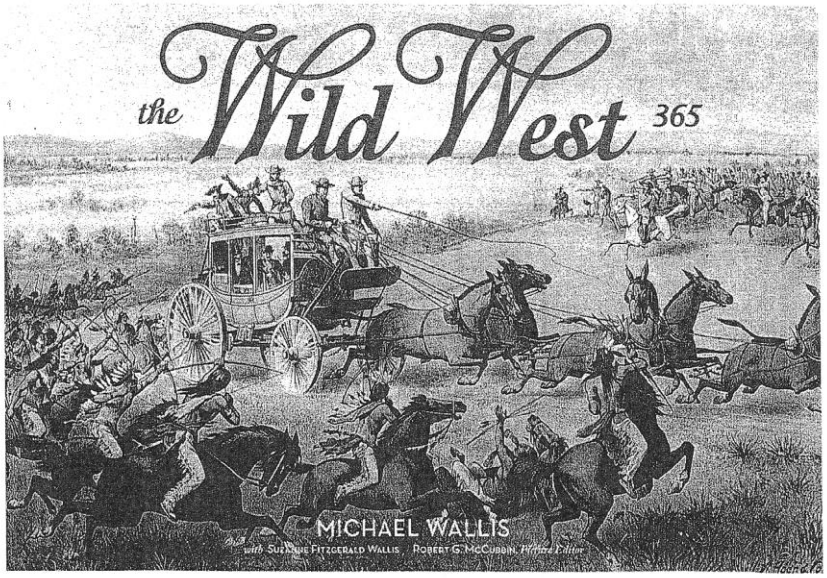


Figure M3. Purposes map from Mr. Teller's long video-watched lesson #3.

Appendix N
Mr. Teller's End-of-Unit Test

Wild West Unit Test Name:_____



Setup:

You have decided to go out to the Wild West with your family. You first need to decide where you will settle and make your fortune. The second decision you need to make is what type of job you will commit to. Make sure you select a profession that you feel comfortable with and are an 'expert' at.

State:_____

Occupation:_____

Economics of Your Occupation: Does it Pay?

Name _____ Occupation out West: _____

What are two reasons you left home (two push factors)	
Name three factors that lured you out West (three pull factors) plus one Federal Land Act you might take advantage of and explain how much land it gives out	
Based on your job and the product you make or service you provide, give an example of how the law of supply works.	
Based on your job and the product you make or service you provide, give an example of how the law of demand works.	
Who is your main competitor out West and name two ways in which you could lose your job (Be specific)	
How does your product or service help other Americans and this country thrive (name at least one way)	
What sort of negative consequences does your job bring out West (name two at least)	
Name two new business practices you or the company you work for will borrow from Cyrus McCormick?	

Picturing Your Life Out West

In the space provided below, you will draw and label a picture to show what your new life looks like for you and your family. You cannot use the same object for two separate questions and make sure you check off the list as you go. Your picture must depict the following:

1) What kind of land do you own? 2) What does your housing look like? 3) Two inventions that either help you be more efficient with your job or hurts your business (extra credit – underneath the labels write the inventor) 4) What kind of things do you eat? (draw at least two items) 5) What two dangers might you face where you live? 6) How does your family get water? 7) How do you protect yourself or your land?

THE RAILROAD

Please answer the following five questions:

1. What was the Transcontinental Railroad and was it easy to build? Make sure you provide a historical example to back up the second question.

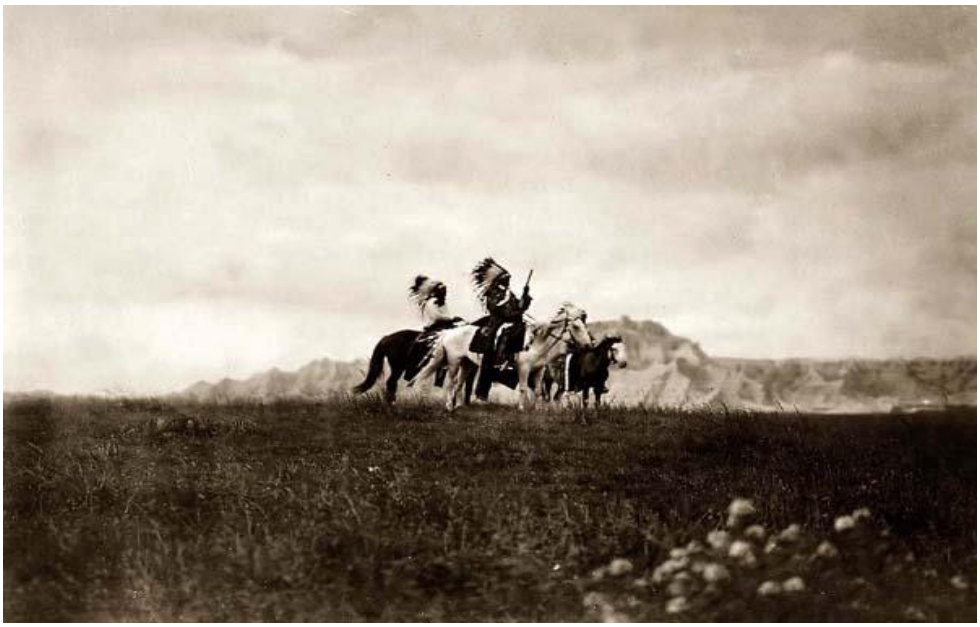
2. Who built this railroad (owners, companies, and workers) and when was it finally finished?

3. What are three benefits that the railroad provides to you, your family, or your job?

4. Name three negative consequences of building this railroad?

5. Looking at the picture at the beginning of this section, what event do you think it captures in the building of the Transcontinental Railroad and, in your opinion, what does it symbolize for America?

THE INDIAN



Read this actual quote from the U.S. Army General in charge of the Indian problem and answer the five questions that follow:

"[Buffalo hunters] have done more in the last two years, and will do more in the next year, to settle the . . . Indian question than the entire regular army has done in the last thirty years. . . . For the sake of peace let them kill, skin, and sell until the buffalo are destroyed." – **General Phil Sheridan**

1) What attitude towards the Indians does the General take and what phrases does he use that backs up your opinion?

2) What is the "Indian Question" for the U.S. government and describe at least three options it gives to the Indians?

3) What does the General mean that the buffalo hunters have done more in the last two years to settle the Indian question than the entire regular army has done in thirty years of war with the Native Americans? What is he referring to? How has the buffalo hunter helped the U.S. army with the Indians? **Make sure you provide a statistic or historical example to back up your answer**.

4) From your experiences out on the Plains, name three choices the Indians can make? Additionally, mnake sure you provide **one historical example** of how an Native American tribe handled the situation with the U.S. Government.

5) How do you feel about the "Indian Problem" and if you were President of the U.S. how would you resolve these issues with the Native Americans?

EXTRA CREDIT

Make sure you read carefully for clues to fill-in the blanks with the appropriate term.

After arriving in the Far West, these miners would go into rivers or streams searching for gold. They usually would attempt to find a _____ of gold, or a line of the mineral in the earth's crust that would then lead miners deep into the earth. The miners would trace and follow these traces of gold in hope of discovering the _____, a huge deposit of gold lying inside of the earth, making them instantly rich.

Gold was a hard, shiny, and rare mineral desired by most humans. Due to the _____, its scarcity meant that it would already naturally have high prices. Yet coupled with the human desire to own this mineral, _____ guaranteed that the value of gold would be even higher. Thus in some cases, millions of dollars of gold were extracted from the West.

Not all who headed Far West were out for minerals, however. Some went to create businesses that would supply and support these miners and soon _____ were created around these mines of gold. These small towns provided such services as banks, stores, saloons, and hotels. The only problem was when the gold ran out and these towns were abandoned, creating _____.

The story of the settling of the West is an important one in this country's history. It gives us insight into the making of its big businesses and the spread of wealth. Without the settling of the West, the United States perhaps would not have risen to be both the _____ and _____ giant it was and still is today.

Figure N1. Mr. Teller's end-of-unit test.

Appendix O
Mr. Teller's Westward Push-Pull Narrative Rubric

Letter fits historical context (Westward Expansion during the mid-1800s) *For example: She doesn't bring her iPhone!*	_____/5
3 Push and 3 Pull factors to the character's move are described with supportive details	_____/12
Narrative is written in a clearly organized structure. *(Introduction, push and pull factors, and concluding decisions)*	_____/5
Style and convention: Descriptive and explanatory language is used. Additionally the narrative has little to no grammatical errors that interfere with its progression.	_____/5
Length: Letter is at minimum one page, and maximum two pages typed. It should also be double-spaced.	_____/5
Rubric is attached to final narrative	_____/3
Total points	_____/35

Figure O1. Mr. Teller's push-pull narrative scoring rubric.

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